Using Literacy Centres in a Guided Reading Classroom

SUN WEST SCHOOL DIVISION
Success for all

Shirley Barclay
Learning Coach
Sun West School Division

Table of Contents

1. Introduction 1

2. Creating Literacy Centres in a Guided Reading Classroom 2

3. Guidelines for Developing Literacy Centres (checklist) 3

4. Teaching Routines 4

5. Using a Work Board 5

6. The Guided Reading Centre 11

7. The Reading Centre 28

8. The Self-Selected Reading/Independent Reading Centre 29

9. The Shared Reading Centre 30

10. The ABC/Word Play/Vocabulary Centre 31

11. The Writing Centre 60

12. The Literacy Art Centre 136

13. Sample Management/Rotation Plans 142

14. Questions/Prompts to Accompany the Guided Reading Lesson 144

Appendices:

A. Additional Literacy Centre Activities and Ideas for Assessment 146

B. Work Board Icons 149

C. Saskatchewan Learning "Before, During, and After Listening, Reading, and Viewing" posters 158

D. Reading Strategies Posters (Joanne Kasper) 161

Introduction

The purpose of this handbook is to provide busy teachers with a general overview of how to plan and implement the use of literacy centres in their guided reading classrooms. The activities presented here are only a starting point. Included are just a few of the ideas that could be used in the various centres in a classroom. Of course, these activities are only a beginning, a way for teachers to "get started". Teachers have endless activities that they have developed over the span of their careers that can be incorporated in the different literacy centres.

The first sections of this handbook present ideas on how to create literacy centres, teach the necessary routines that allow the children to use the centres as effectively as possible, and how to use a work board as a means to organize your classroom. The next several sections present a number of the centres and a variety of activities that could accompany each. Sample management plans are also included, as is a section on setting up literacy centres within your classroom. You will also find a listing of questions and prompts that could be used to accompany a guided reading lesson. In the appendices you will find additional literacy centre/assessment ideas, sample work board icons, Saskatchewan Learning Reading Strategies Posters, and Reading Strategies Posters that were developed by Joanne Kasper from Living Sky School Division.

For those teachers wanting to start a guided reading program with the use of literacy centres in their classrooms, it is important to remember that starting small is important. Take a few baby steps at a time. For those teachers who are presently using guided reading, maybe you can find some additional activities in this handbook that will compliment what you are already doing.

A guided reading program and the use of literacy centres is only limited by one's imagination and creativity, both of which teachers have in great abundance. Each classroom takes on its own guided reading "look" and is a unique as the teacher and children within.

Good luck in the creation and/or the continual evolution of your guided reading program and literacy centres. Children, parents, and fellow colleagues will thank you for your efforts with our youth. They are tomorrow's future. We owe it to them to make their literacy experiences as valuable as possible.

SUN WEST
SCHOOL DIVISION
Success for all

Creating Literacy Centres in a Guided Reading Classroom

When you are creating a Guided Reading program in your classroom it is necessary to also develop literacy centres so that the rest of your students are engaged in meaningful learning activities while you are working with a small group of students. There should be a number of centres, like writing and word study, as well as centres that have a particular focus and can change periodically. Each of the centres should have the appropriate materials to enable the children to explore and working independently (as individuals or with partners or small groups). They are task-oriented and there are clear expectations.

Centres work best when teachers are not under pressure to create new lessons or exercises each day. Centres should have ongoing routines. The children should know how to make use of the materials and what the expectations for each centre are.

Here are some general suggestions for creating centres:

1. The centres and materials should be organized and clearly labeled.
2. It is best not have any more centres than are needed and that can be used in the course of a week.
3. Introduce the centres one at a time, being sure to demonstrate and practice the routines for using it with the children. A new centre should not be introduced until the children fully understand how to use the one introduced before.
4. The children need to know the specific tasks that are expected in the centre for any given day or week.
5. Each centre needs an adequate supply of the necessary materials.
6. There should be no more supplies than needed.
7. Establish routines for participating in centres. Set up a schedule for the centre and/or the student groups to rotate through the centres.

Guidelines for Developing Literacy Centres

- ☐ Start with the student; plan what literacy centre to create with the student in mind.
  - What knowledge do students have as readers or writers?
  - Will they be able to work independently and/or collaboratively at the centre?
  - Think about ways to make the centre engaging and motivating for all students.
  - Think of the materials and the students' reading and writing levels.
  - What will the student's role be?
  - What will your role be?
- ☐ Think about the purpose of your literacy centre.
- ☐ Identify where to create the literacy centre.
- ☐ Choose a theme, topic, or focus for the centre.
- ☐ Decide on how you will organize resources and materials (print or nonprint) at the literacy centre.
- ☐ Make a list of directions explaining how students should use the centre.
- ☐ Teach students how to use the centre; monitor their understanding of its use and provide feedback as needed.
- ☐ Monitor student participation in the centre (develop a system [e.g., a checklist] for tracking it).
- ☐ Create routines for students to use while at the centre.
- ☐ Develop reading and writing activities for small group or independent work.

Teaching Routines

Teaching the routines to the children is time well invested, because it will save hours of instructional time later. Each of the centres is introduced individually. The most important thing is to define clear expectations and routines for each centre. Starting with whole group activities for each centre may help with this. Talk about the centre and use it yourself. You may choose to have one or two children demonstrate. Once the routines of the centres are established, you can initiate new tasks in a centre, providing the children with have a number of choices in each area.

In order for the children to make the transition from one centre to another, they must be taught the procedures that are involved. They must understand that they are to put away materials from one task, check the work board, and move to the new area. Ultimately, the children will benefit from developing an inner sense of how long to stay at each centere, depending on the nature of the activity. Initially you may need to use a signal to indicate that it is time to move. If you are having the children move as they finish, you may want to have them keep a record of the centres visited each day. It is important that they are engaged in meaningful activities at all times, and that you are not interrupted in your guided reading lesson.

How often the teacher does a formal guided reading lesson with a group of children will depend of the students and the size of the class. Guided reading groups should involve four to six children. Ideally, children should participate in a guided reading lesson every day, but realistically, they will more than likely only be able to do so five (or more) times in a two week period. If you plan to work with two groups per day on a rotational basis, you will see each of the students in your class every other day.

Using a Work Board

Many teachers find it helpful to use a work board (see example) to manage classroom activity. The work board can be a large diagram that can be displayed in the classroom. The work board includes:

- Names of children in groups. These groups are not ability groups or even GR groups. They are heterogeneous groups of children who the same schedule of tasks for the day. These groups stay intact for a period of time, perhaps a month, before the composition changes.
- Names and pictures (icons) of routine tasks in the classroom.
- Flexible ways of rotating tasks and children's names on the board that provide variety and assure all children experience a range of literacy events.

Making a work board:

- Choice of materials:
  - Heavy cardboard
  - Corkboard
  - Magnetic chalkboard/whiteboard (portable or permanent)
  - Pocket chart
- Using icons:
  - Icons should be simple and color coded.
  - Sample Icons are included in this package (see Appendix B). Modification can be made depending on your needs.
  - Effective icons:
    - Are large and simple.
    - Are clear rather than cluttered.
    - Indicate only one possible activity.
    - Are used consistently for the entire year.
  - Icons and children's names should be mounted so that they are moveable.
- Organizing the work board:
  - Group names can be written on index card and placed at the top of the board. They can be easily rotated one place to the right each day, giving the group of children a new set of activities.
  - Groups should be heterogeneous, not groups organized for GR.
  - The icons are changed each week to provide new sets of activities. On the sample included, browsing boxes for independent reading are included every day, but the other activities vary.
  - Choices may reflect quite a wide range of activities, and two or three can be selected each week. If there is a special project that you want the children to work on, you can make a special or temporary icon.
- Using the work board:
  - The work board should be located in the central place in the classroom, at eye level, and where the children can see from most areas of the room.

- Children find their names and follow the routine listed for their group. They complete the first task, and then look at the work board to find the next task. They make their way through the list until work time is over.
- While the children are working, the teacher meets with guided reading groups.
- A child will leave his/her assigned work task, go to the GR lesson, and then return to the same center he left.

- Frequently asked questions:
  - How long do children stay in each activity?
    - This will depend on the activity involved. As you teach the routines of the centers, the children will get to know how long they will need to spend at each activity. For example, during browsing box time they will be reading and responding to more than one book. Likewise, during listening center time, they will be listening to only one book.
    - For other centres, the time might be defined by the task. It is important that these routine be thoroughly taught and observed before the groups are left to work independently.
  - Do the children have to move through the activities on a signal?
    - No, they move as individuals, because the time needed to complete each task varies.
  - What happens if there is no room in the centre?
    - There needs to be limits to the number of children who can be in each area. The children must know this. It might be necessary to post the maximum number on the icon on your work board.
    - If one centre is full, a child may move on to the next activity and return to the previous one later.
  - Will it take a great deal of teacher time to prepare each of these activities every day?
    - These activities require very little planning. The basic materials are there, and the children know the routines.
    - The teacher may add new materials, books, poems, assignments, etc. on a weekly basis. For example, writing or art center activities are usually related to books the teacher has read aloud or extensions of guided reading or interactive writing.
    - These simple changes, which do not essentially alter the activity signaled by the icon, provide variety but take only a few minutes of teacher planning per week.
    - Some centers, such as "Reading Around the Room" and independent reading require no teacher preparation at all once the routine has been established.
  - What if the children do not finish all of the activities listed for their work group?
    - If they have been working hard, they simply do as much as they can during the specified time.

        - They can have several other opportunities during the week to participate in an activity they don't get to on a given day.
        - It is important that the students are using their centre time effectively. If you feel that a student or students are not, it may be necessary to reteach the routines of centre time.
    - Why does the example show only four columns of icons when there are five days in a week?
        - Four columns seem to be enough.
        - Some teachers will find that they do not use the work board every day. If you do want to, you can just keep rotating the children's names, moving from the fourth column back to column one.

Work Board Icons:

- **Browsing Boxes** – this can be a magazine box, basket, or bin that contains selected books for each guided reading group – 15 to 20 books with multiple copies of several books. Each GR group can have its own color of box or basket so that the teacher can guide them to the right box. The box should contain books that the children have already read in their GR group, as well as other books that the teacher is confident that they can read independently. Because each GR group has its own box, more than one group can be reading at a time.
- **ABC/Word Play-Vocabulary** – this is the centre for letter and word study. Each week the teacher places letter or work activities in the centre. Children may be asked to complete one to three activities during their centre time.
- **Listening** – this centre contains a variety of stories on tapes. Parents and other volunteers can read stories into a tape recorder so that you have a wide variety of books and tapes. You may even have extensions of the stories that would take the children a week to complete rather than have the children choose from the entire collection.
- **Art** – this centre provides a place and materials for a variety of activities. Often, art projects involve the response to the stories or poems introduced in read-aloud, shared, or guided reading sessions.
- **Writing** – this centre provides a range of writing materials and a place where the children's own journals are stored. The children can write in response to any kind of reading. They can also write about their own experience and about what is going on in the classroom. They may retell stories or write their own versions of stories. Writing for different purposes is essential because we want children to produce many different types of writing.
- **Reading Around the Room** – as one activity, children may read all of the print displayed in the room. Pointers should be kept in a basket and could include commercially purchased ones, chopsticks, rulers, or dowel rods cut to different lengths. Another activity would include have the children build sentences in a pocket chart for reading.
- **Independent Reading** – this is the time for free-choice silent reading from the classroom library or their own personal reading bag (see Self-Selected Reading section). They may also read big books that are available to them or that they

have made as a class. Depending on the age of the children, you may have them keep a reading log.

- **Drama** – drama is a highly productive language activity and can include manipulating puppets, reading plays and role-playing a story with some suggested costuming.
- **The Poem Box** – the class poem box is a collection of poems that the children have heard the teachers read or have learned to read during shared reading time. You can also photocopy poems the children can read and let each child create his or her own personal poem book during the year. The poems can be glued into a notebook and the children can illustrate them. The poems can be presented in a variety of ways:
    - Large-print poems to read with a pointer
    - Poetry cards mounted on tagboard
    - Small books of poems
    - A class book of poems
    - Individual copies of poem books
    - Jig-saw poems for children to put together and read
    - Copies of poems to read and illustrate
- **Computer** – this centre provides another way for children to use literacy. Children can use the computer to:
    - Write their own stories
    - Send electronic mail to each other and to other places
    - Interpret and expand on texts
    - Play games that require the use of language and literacy
- **Overhead Projector** – the teacher can reproduce poems and short stories – including ones written by the children – on transparencies (which can be stored in sheet protectors) and children can project and read them. One child can point to the words while others read. Plastic letters/words/sentence strips can also be moved around on the overhead to make words/sentences/stories that come alive on the wall.
- **Buddy Reading/Shared Reading** – reading with a partner is a favorite activity of young children. See the "Shared Reading" section of this handout for ideas.
- **Games** – in this centre you would include many word and alphabet games, either purchased commercially or that you prepare yourself.
- **Reading Journals** – each child should have his/her own notebook in which s/he records the titles of books that s/he has read independently as well as his/her own responses to books. The journal can be a combination of writing and drawing. Part of the routine for reading journals can be sharing with others or writing about what has been read in preparation for literature circles. The reading journal is also a way to share reading progress with parents.
- **Literature Circles** – This centre is not to be confused with teacher directed literature circles. In this centre, the children read a book independently and then sign up for a literature circle. When the required number of students have signed up (usually three to five), the children gather on the rug with their books and talk about them. The teacher can give a particular focus to their discussion (tell about the most interesting character or share your favorite part), or the discussion can be

open-ended. Initially the children will likely retell the story, but the teacher can show them how to discuss different aspects of the book, how to make personal connections, and how to compare books. The goal is for children to talk more meaningfully about and dig more deeply into their books because of others' comments and questions.

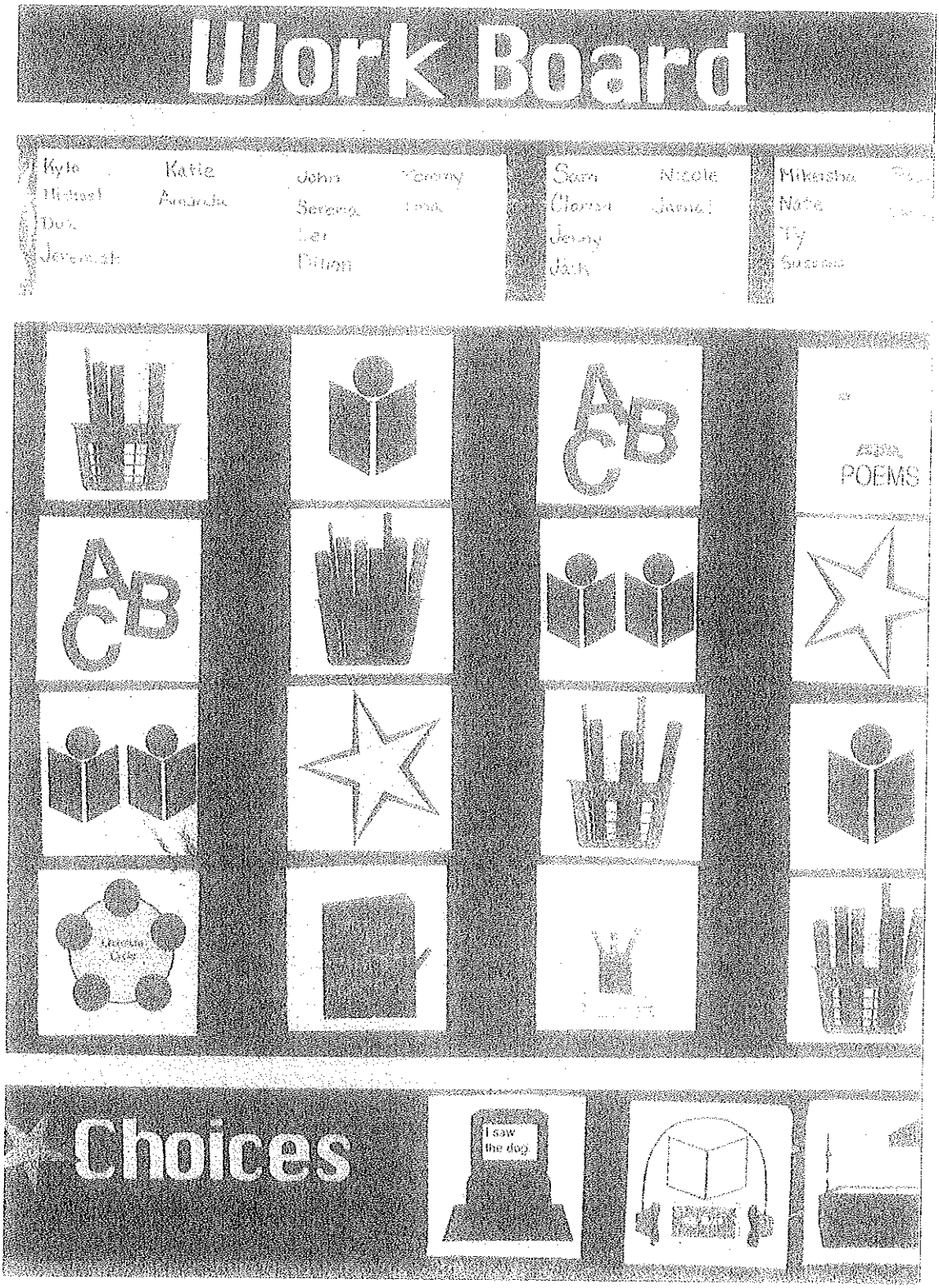
- **Pocket Chart** – there are many ways to use pocket charts. One might have a pile of sentence strips and individual words in a basket and the children can reconstruct favorite stories, poems, and songs in the chart and then read them. They can insert then own names in familiar poems or in simple messages:

  Maya likes blue.
  Peter likes green.
  Janaya likes purple.

  In kindergarten, work at the pocket chart can include rebuses as well as words.
- **Other Centres** – there is a tremendous amount of reading and literacy in other curriculum areas, so you may occasionally want to include a centre activity that reflects what you have been doing in other subject areas. You may even have seasonal activity centres for the children to explore literacy activities related to a season or holiday. You might also want to include the sand table as an option for the children once in a while.
- **Choice** – the star prompts the child to select one of the "choices" listed in a special section on the work board. The teacher usually changes these choices each week. All choices are activities that all children have previously learned to engage in independently. Two or three choices are usually enough variety. Choices may grow out of themes that extend language and literacy across the curriculum. They often foster oral language development.

****SEE APPENDIX B FOR SAMPLE ICONS****

Sample Work Board



The Guided Reading Centre

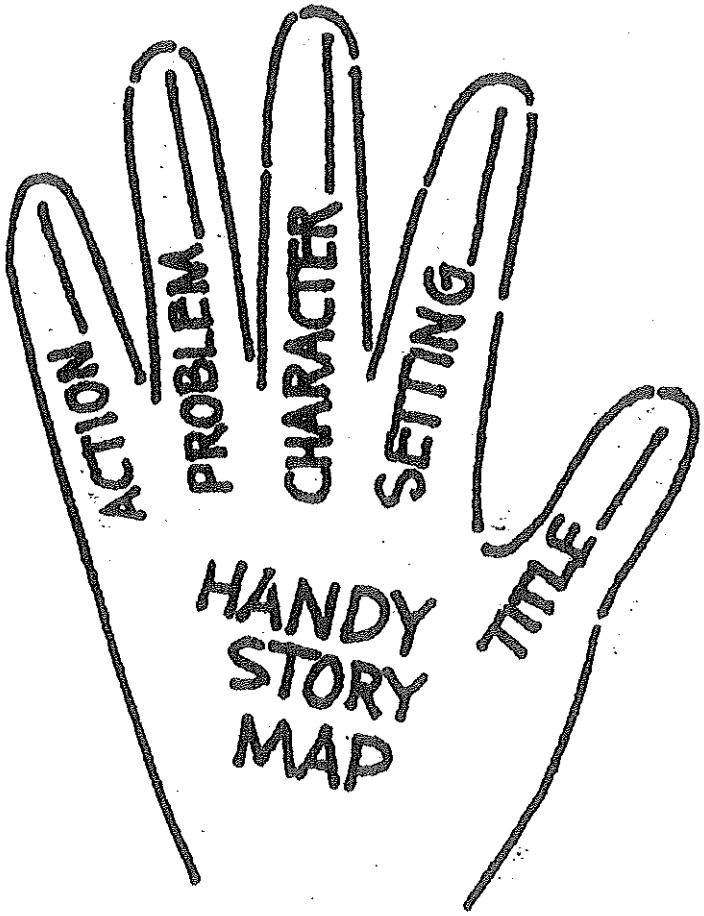
Possible Activities/Strategies: (related to the story that you read as a GR group)

- The "Handy" story map (handout)
- ReQuest (handout)
- Q-Matrix (2 handouts)
- KWL Chart
- Read, Cover, Remember, and Retell (handout)
- SWBS: The Plot Chart (2 handouts)
- Character Map (handout)
- Story Web (handout)
- Graphic organizer examples:
    - 3-Part Story Wheel (2 handouts)
    - Story Tree (2 handouts)
    - Variations of Story Maps (handout)
    - Story Grammar (2 handouts)
- Before, during, and after reading strategies
    - Sun West School Division Reading Strategies Handbook
    - Saskatchewan Learning Reading Strategies Posters (see Appendix C)
    - Website: (provides lots of links to different reading strategies)
        - http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'swork shop/before_during_after_reading.htm
    - Doing an internet search for before, during, after reading strategies will result in LOTS of great ideas. Try it!

THE "HANDY" STORY MAP

A variation on the story map is perfect for younger kids. Give them blank sheets of paper and have them trace around one of their hands (fingers spread, palm down). Then have them fill in their "handy" maps with the following information about a story you have just read:

- Thumb: Story title
- Index finger: Setting
- Middle finger: Main character
- Ring finger: Main character's major problem
- Pinkie: Main character's major action to resolve the problem.



Or they might use their "handy" maps to fill in the following information as you read a story aloud:

- Thumb: Major problem
- Index finger: First important event
- Middle finger: Second important event
- Ring finger: How the problem was solved
- Pinkie: What happened after the problem was solved
- Wrist: How the story ended.

ReQuest

Definition-

a reciprocal response strategy where students and teachers silently read and then exchange roles of asking and answering questions.

Procedure-

1. Teacher and students read part of text silently.
2. Both close the book when done.
3. Students ask the teacher questions about the reading and the teacher models effective question answering in a complete and clear manner.

Role Reversal-

1. Teacher and students read the next part of the text silently.
2. Both close the book again.
3. Students attempt to answer the teacher's questions.

Related Link:

http://www.4anything.com/cgi/rfrsearch.cgi?4anything-2-
ncrel.org/ncrel/skrs/areas/issues/students/learning/lr2recib.htm

Q –Matrix

1. What Is?	2. Where/ When Is	3. Which Is?	4. Who Is?	5. Why Is?	6. How Is?
7. What Did?	8. Where/ When Did?	9. Which Did?	10. Who Did?	11. Why Did?	12. How Did?
13. What Can?	14. Where/ When Can?	15. Which Can?	16. Who Can?	17. Why Can?	18. How Can?
19. What Would?	20. Where/ When Would?	21. Which Would?	22. Who Would?	23. Why Would?	24. How Would?
25. What Will?	26. Where/ When Will?	27. Which Will?	28. Who Will?	29. Why Will?	30. How Will?
31. What Might?	32. Where/ When Might?	33. Which Might?	34. Who Might?	35. Why Might?	36. How Might?

Spencer Kagur

APPENDIX F

Q-MATRIX

1. After reading, student 1 selects a stem and completes the question.

2. Student 2 writes or paraphrases the question.

3. Student 3 answers the question.

4. Student 4 writes or paraphrases the answer.
   If the answer is correct, student 4 offers praise.

   If the answer is incorrect, student 4 should begin a discussion to make correction.

5. The rounds are repeated until each student has at least two opportunities to assume each of the four roles.

Read, Cover, Remember, and Retell

Unfortunately, some learners will continue reading even if they aren't understanding the material. The Read, Cover, Remember, and Retell process supports readers by stopping them frequently to THINK about the meaning. Students tell us that this strategy is very helpful during standardized testing. Thanks to Jan Ellison, Title I teacher, Beaverton, OR.

READ only as much as your hand can cover.

COVER the words with your hand.

REMEMBER what you have just read.
(It is OK to take another look.)

RETELL what you just read inside your head or to a partner.

Hoyt, Linda. Revisit, Reflect, Retell. Portsmouth: Heinemann, 1999

SWBS: The Plot Chart

SWBS: The Plot Chart is a quick and easy way to check students' comprehension. It was developed by Dr. Barbara Schmidt of California State University of Sacramento.

This could also be used as a writing organiser for a short story.

SWBS stands for SOMEBODY, WANTED, BUT, SO. A fictional character represents the SOMEBODY who WANTED something in the story. BUT there was a problem that got in the way. SO the character had to solve the problem.

SWBS: THE PLOT CHART

Think about your story and ask yourself the questions below. Then write your answers on the chart.

1. *Who is the **SOMEBODY** in my story?*

2. *This character **WANTED** something. What was it?*

3. ***BUT** something prevented the character from getting what he or she wanted. What was it?*

4. ***SO** the character solved the problem to get what he or she wanted. How did the character solve the problem?*

Title: _____

Name: _____

Date: _____

Somebody ***S***	
Wanted ***W***	
But ***B***	
So ***S***	

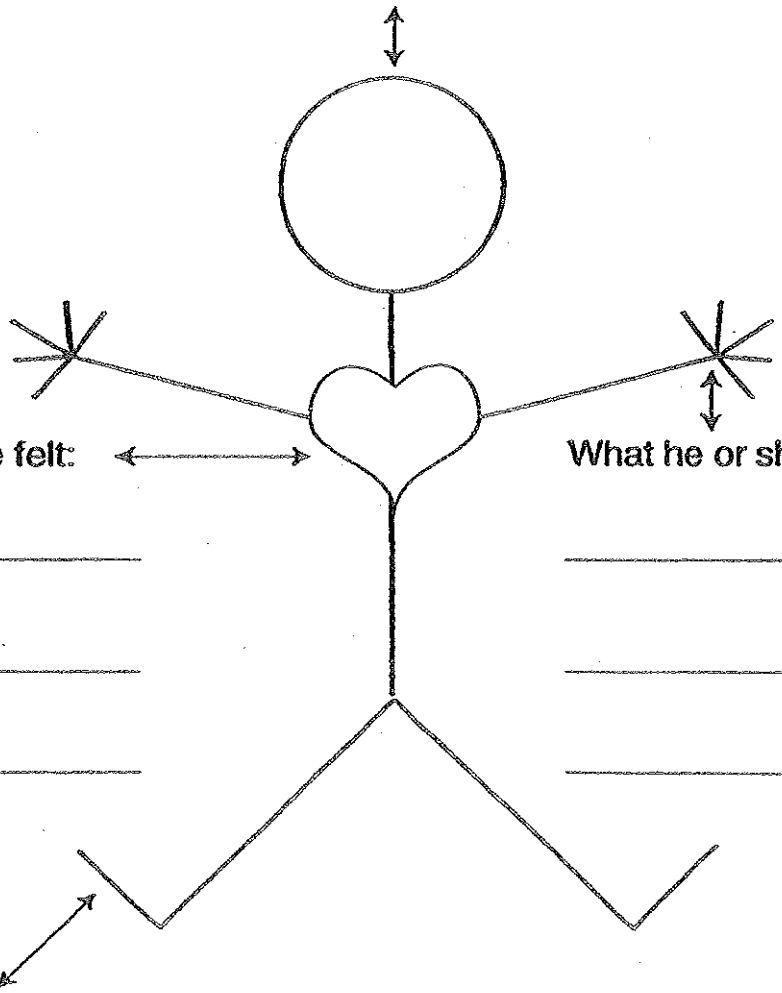
Character Map

Character: _____

Title of Story/Novel: _____

What he or she thought: _____

_____



How he or she felt:

_____

_____

_____

What he or she did:

_____

_____

_____

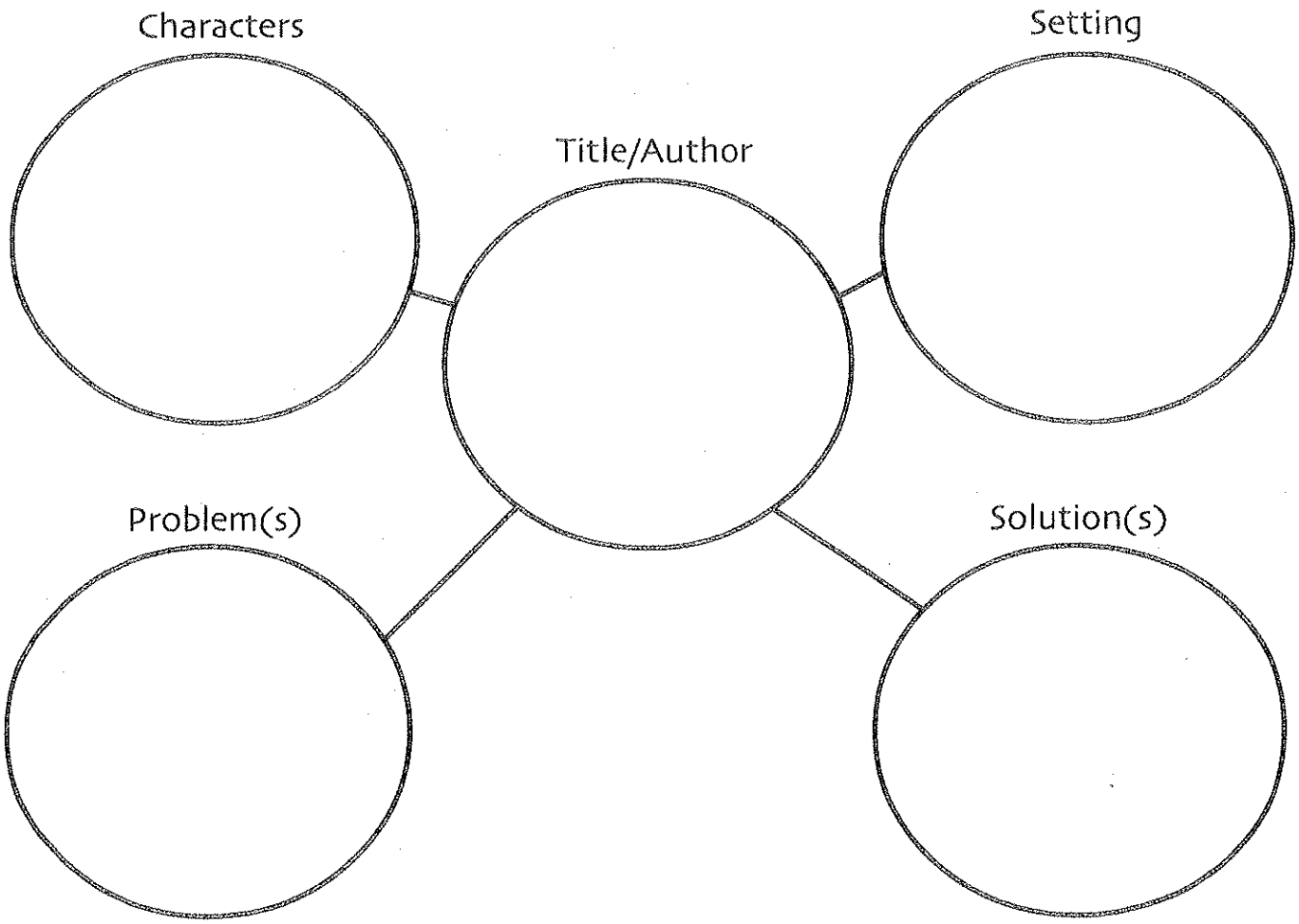
Where he or she went: _____

How he or she changed: _____

Name _____ Date _____

A Story Web

Directions Select the most recent fiction book you have read and create a story web by filling in the diagram below with details about the character(s), setting(s), problem(s), and solution(s).



Bonus Use the information that you listed above to create an interesting book jacket. Design an attractive cover that includes the title of the book and the author's name. On the back, add a brief summary without revealing the ending. Also, tell about the author.

3-Part Story Wheel

Narratives — Circular Journey — 3-part Retell

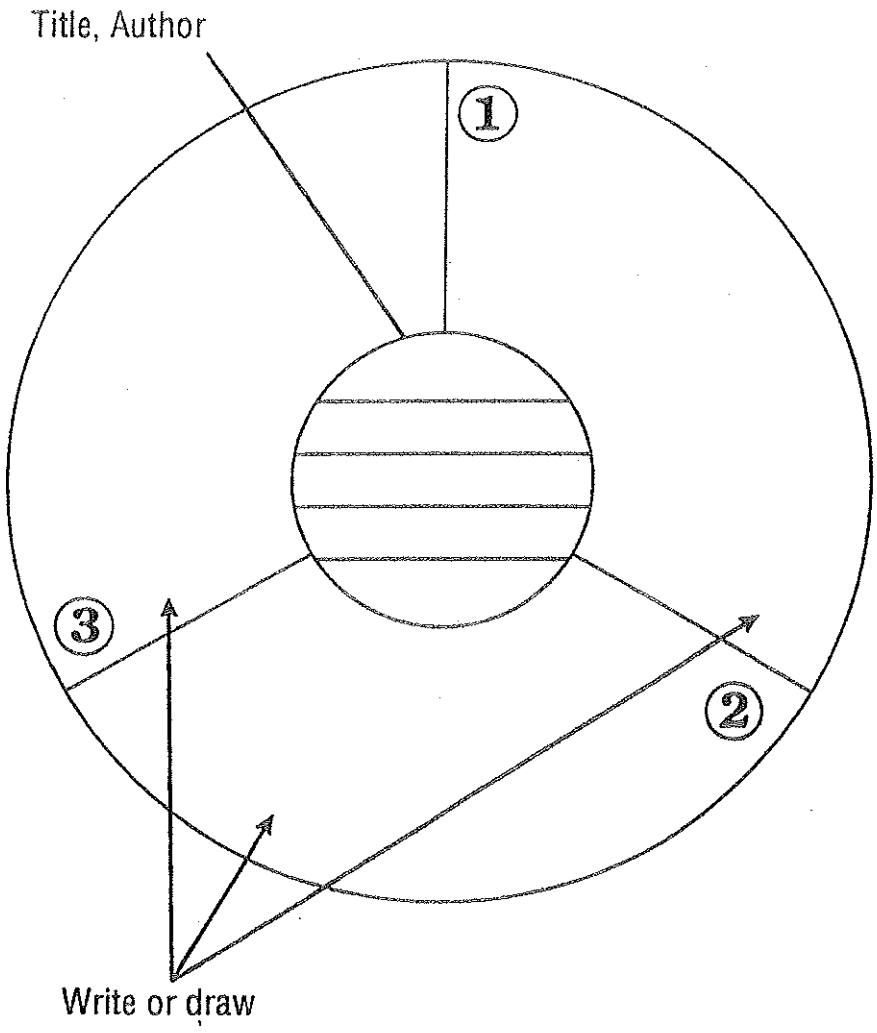
Use before, during and/or after reading

★ Illustrate beginning, middle, end, showing events/setting/characters. Use them to retell story orally.

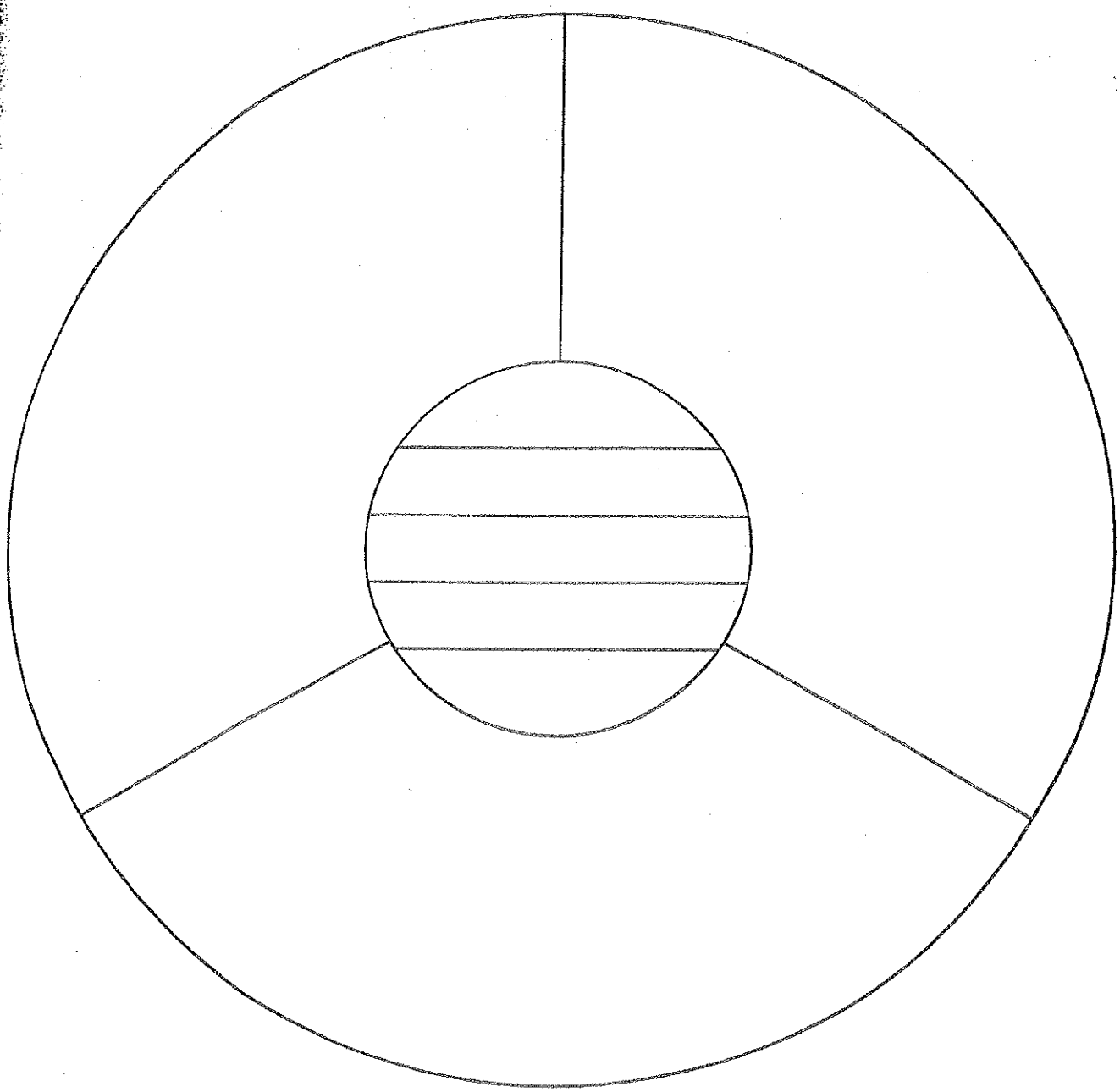
★ Draw main characters at end of story — include speech balloon and/or thinking bubbles to indicate what they would say and think.

★ Write action, describing interesting and/or exciting words from (1) beginning, (2) middle, (3) end. Use these to orally retell story.

Date _____ Name _____

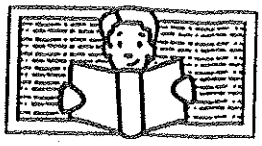


Date _____ Name _____



Name _____

Story Tree



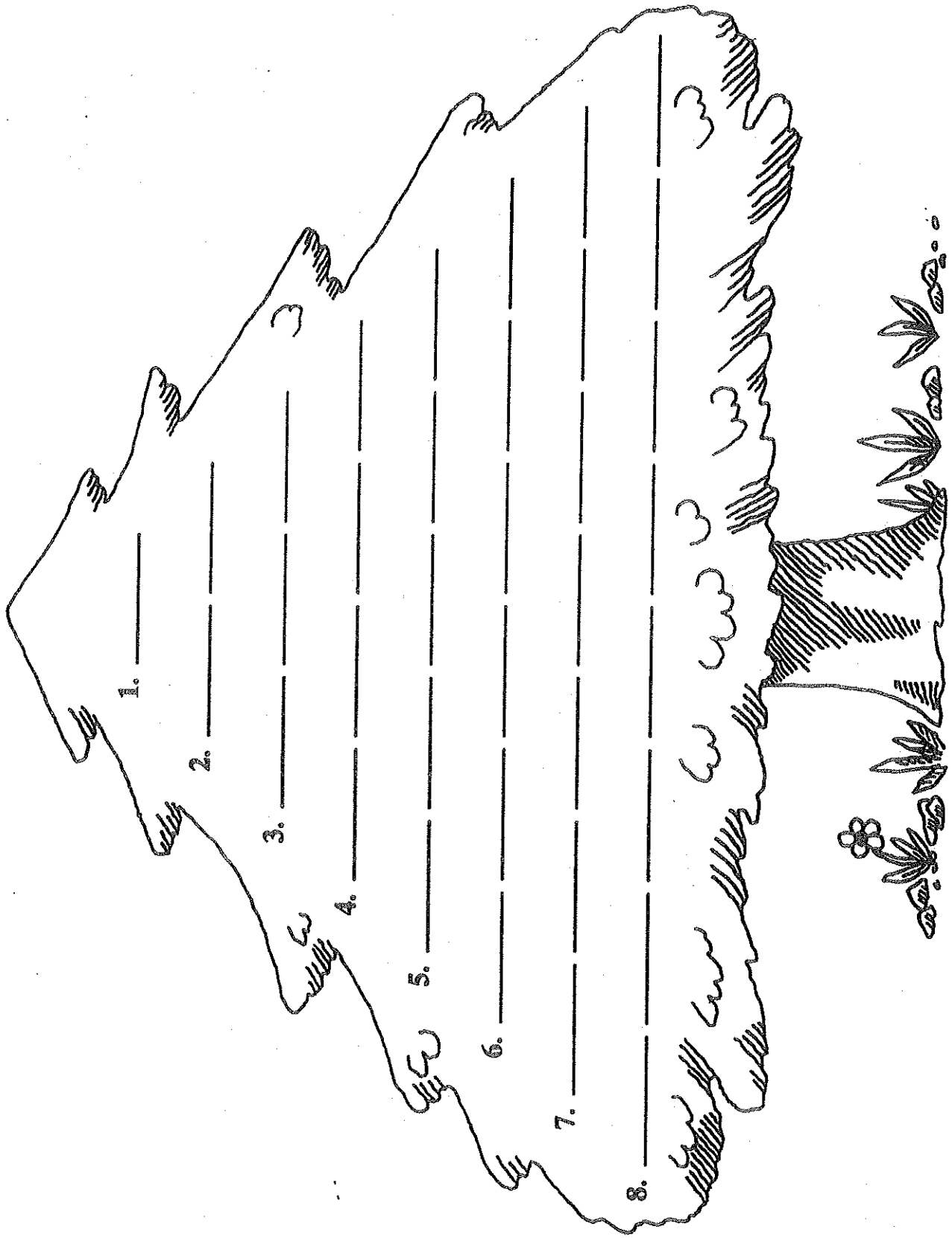
A Story Tree can't be planted; it needs to be built. You can build a Story Tree by following the directions below. Write each item in the correct space on the tree frame.

Write:

1. the name of the main character
2. two words that describe the main character
3. three words that describe where the story takes place (setting)
4. four words telling what the main character wanted in the story
5. five words telling what happened that almost stopped the main character from getting what she or he wanted in the story
6. six words telling how the main character got what she or he wanted in the story
7. seven words that describe the best part of the book
8. eight words telling why you would or would not tell a friend to read this book

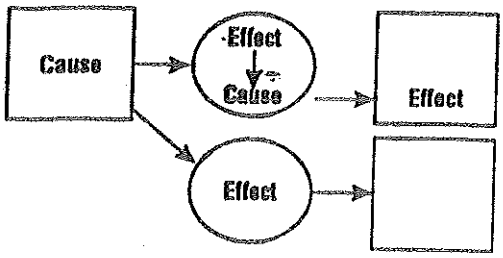
Story Tree (cont.)

Book title _____ Author _____

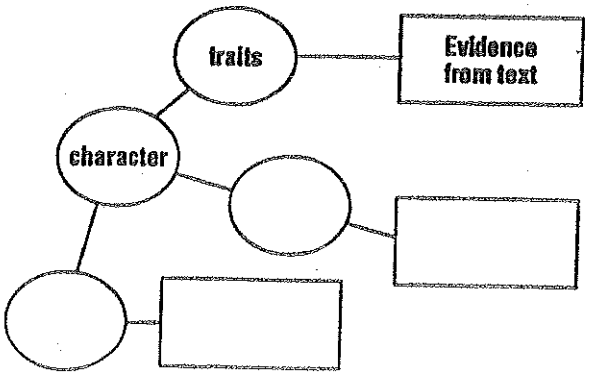


Variations of Story Maps

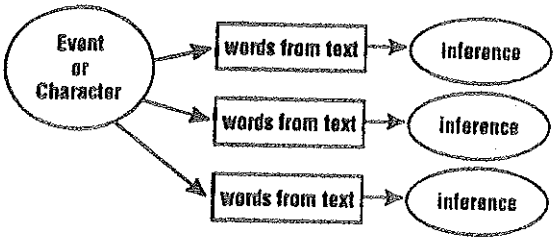
Cause & Effect Map



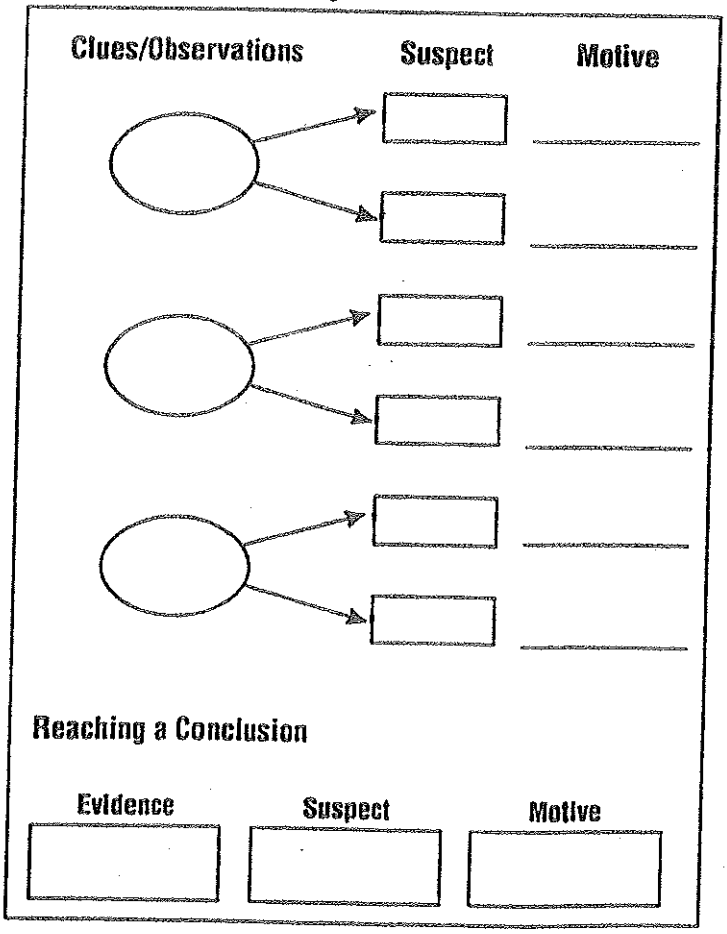
Character Summary Map



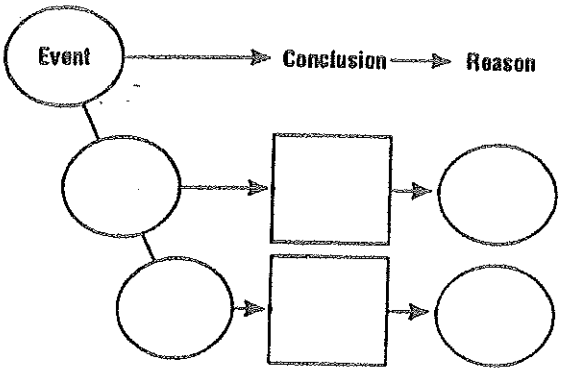
Inferential Map



Mysteries



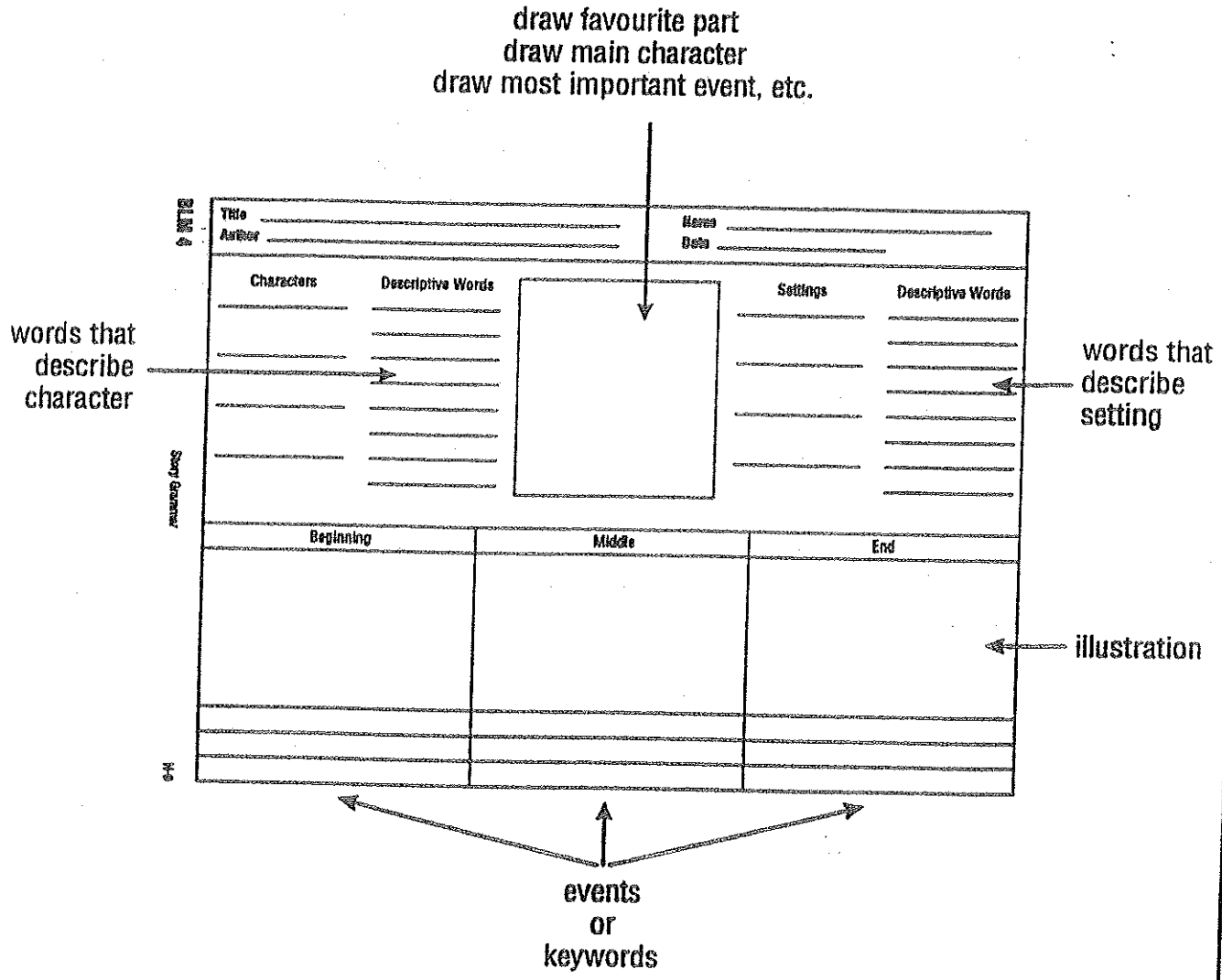
Drawing Conclusions



* Based on Davis & McPherson, 1989

Story Grammar

Use during and after reading to focus discussion



BLM 4

Story Grammar

Title _____ Name _____

Author _____ Date _____

Characters	Descriptive Words		Settings	Descriptive Words

Beginning	Middle	End

The Reading Centre

Possible activities:

- Books and tapes
- Repeated reading – students choose their own appropriate text or the teacher assigns a passage. The teacher discusses reading behaviors such as phrasing, rate, intonation, etc. the students practice their texts several times until fluency has developed. Poems and rhymes are great for repeated reading. There are three ways to provide repeated reading experiences: direct instruction (whole class), independent choice, and assisted method (books on tape).
- Independent reading – children choose text at their independent level to read silently.
- Reader's theater – here meaning is conveyed through expression and intonation – interpretation of the script rather than memorizing it.
- Radio reading – a form of Reader's Theater. The students, with copies of the text, perform in front of the class.
- Oral Recitation Lesson – the teacher introduces a new selection with the focus being on comprehension. The teacher/group leader reads aloud the text and foster discussion on the content. After modeling a fluent reading of the text and teaching the comprehension lesson, the teacher selects students to act out the text while the rest of the class reads it from individual copies.
- Nursery rhymes, poems, songs, speeches, etc. are great for performing.

The Self-Selected/Independent Reading Centre

Possible activities/suggestions:

- Have the student choose a book from the browsing box or from their book bag. Having each student with a bag with books at their own reading level works well. Having a cloth drawstring bag for each student that they can hang on the back of their chair works well, as would a file box for each child. This would depend totally on the space available in your classroom. The Pinegrove Correctional Center in Prince Albert also make book bags for children for a reasonable cost.
- Have the student read the self-selected book silently.
- The child responds to the book in their reading journal.
- If appropriate, the child could share the journal entry with another child in the center.
- The child adds the title of their completed book to the record of books read.
- The child chooses another book to read.
- The reading response journal and the reading log would be kept in the bag or box with the books.
- Books would be exchanged about once a week (depending on the age of the students).

The Shared Reading Centre

Possible Activities:

- Choosing partners – popsicle sticks
- Partners can each have a copy of the same book and can read it to each other, one at a time.
- Partners can each have a different book and take turns reading the whole book while the partner listens and looks at the pictures.
- Partners can each have a copy of the same book and can read it together, switching back and forth on alternate pages.
- Partners can read the book in unison.
- Have 2 + copies of each title
- Big books
- Choral reading – all the students, lead by the teacher (adult), read aloud together.
- Peer/paired reading – students work in pairs. Each student reads their text silently. Then the students take turns reading the passage three times orally to the other student. The listening student acts as the teacher by giving feedback and suggestions.
- Echo reading – the teacher (leader) reads a sentence, paragraph, or page aloud and then has the students chorally reread the segment.
- Tape assisted reading – children listen and read along with a tape.
- Buddy reading – an upper grade student listens to a lower grade student read, giving appropriate feedback.

The ABC/Word Play/Vocabulary Centre

Possible Activities:

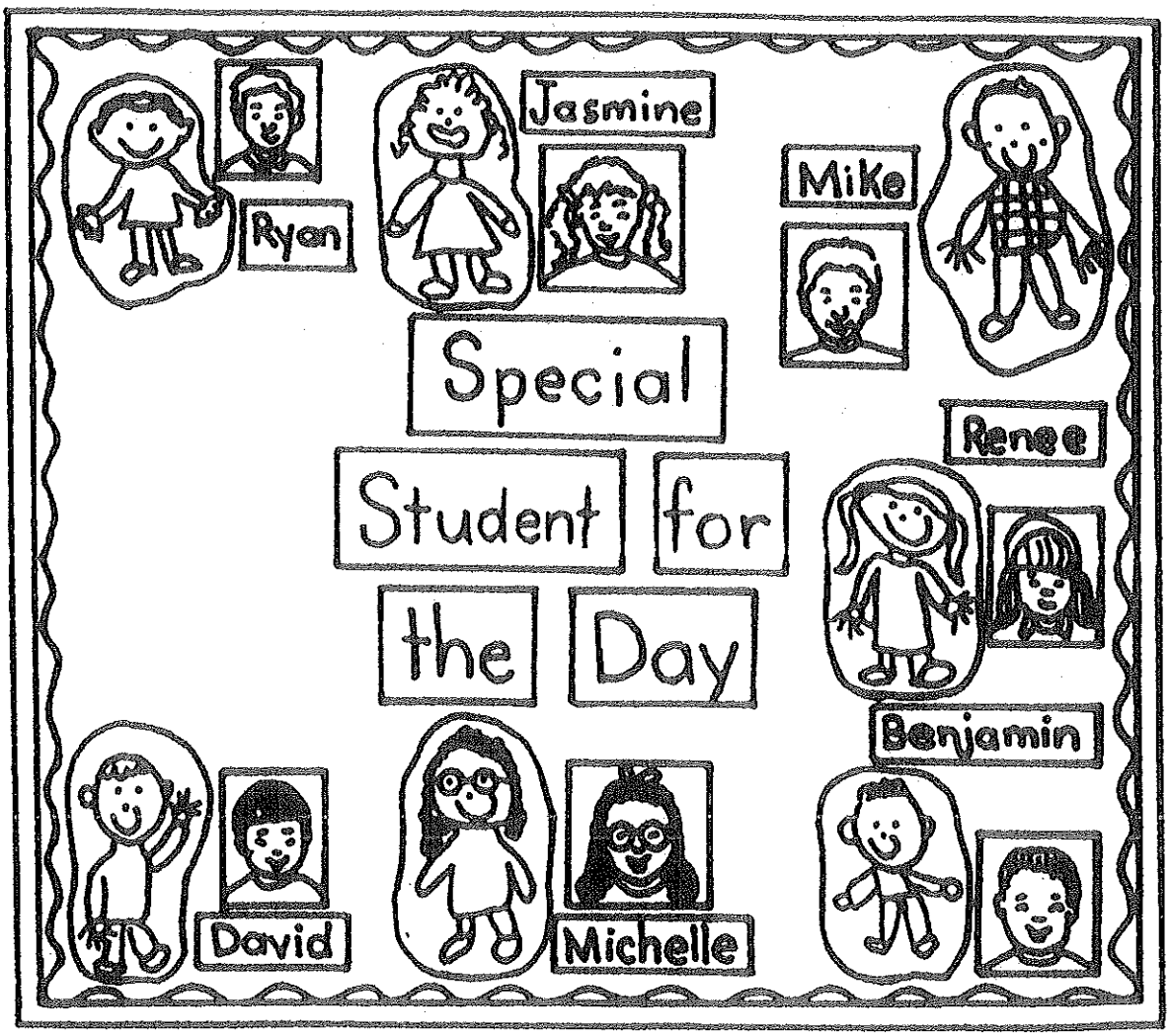
- Word Wall Activities
  - handouts:
    - Word Walls in Kindergarten
    - Word Walls in Grade One
    - Word Walls in Grade Two
    - Word Walls for the Upper Grades
    - Important Resources
    - Basic Patterns
    - Ninety Commonly Misspelled Words for Upper-Grade Word Walls
- Guess the Covered Word (example: handout)
- Sight Word Bingo
- K.I.D. Strategy (handout)
- Making Words (handout – 10 pages)
- Word Families (book – Easy Lessons for Teaching Word Families)
- Say It Again (Synonyms – handout)
- It's a Match (handout)
- Making Comparisons (handout)
- Compound Words (handout: Puzzle Fun)
- Acronyms (handout: Acronyms Aplenty)
- Hundred Dollar Word: Spelling (handout)
- Spelling Scramble (handout)
- Word Teasers (handout: Symbol and Frame Game)
- Newspaper Treasure Hunt (handout)
- Word searches

Name Walls are a great way to start the year and present the alphabet in the context of important and emotionally charged words!

By November, you will probably have all of the students' names on the name wall. Continue to use the names to focus on letter-sound correspondences - all of the names that start with "J", for example, or all of the names that have an "r" in them.

Later, you might want to add important words like days of the week, special days like "Halloween" and "Christmas" or emotionally charged words like "I", "Mom", "Dad" and "love".

Remember that the purpose here is to reinforce alphabet names and sounds - not to expect accurate reading or spelling.



A good way to introduce the Alphabet Wall at the beginning of the year is with a Name Wall, adding one name each day until all of the students' names are on the wall. Should you have the students write the name each day? Why not? It's a good way to reinforce (or introduce) correct letter formation in context.

Complete the Alphabet Wall using words from Shared Reading, until there is at least one word for every letter of the alphabet. Later it may be useful to have a place on the word wall for *ch, wh, sh* and *th.*

The Alphabet Wall can then be extended into a High Frequency Words Wall. Many pattern words will be included on this wall.

OCTOBER

110 High-Frequency First Grade Words

after	**down**	I	**out**	they
all	**eat**	**in**	over	**thing**
am	favorite	is	people	this
and	for	**it**	**play**	to
animal	friend	**jump**	pretty	up
are	from	**kick**	**quit**	us
at	**fun**	**like**	**rain**	very
be	get	little	**ride**	want
because	girl	**look**	said	was
best	give	**made**	**saw**	we
big	go	**make**	school	**went**
boy	good	me	**see**	what
brother	**had**	**my**	she	**when**
but	has	**new**	sister	where
can	have	**nice**	some	who
can't	he	**night**	**talk**	**why**
car	her	no	teacher	**will**
children	here	**not**	**tell**	with
come	**him**	of	**that**	won't
day	his	off	the	you
did	house	**old**	them	your
do	how	on	there	zoo

🕮 Word Walls in Grade Two

Continue a High Frequency Words Wall in Grade Two. You will probably repeat some words from the Grade One Word Wall, but more words may be chosen from errors in students' writing. The emphasis is still on high-frequency words, but there may be more irregularly spelled words than patterns.

Start a Word Family Wall early in Grade Two. Word Families will have been introduced in the Grade One Word Wall, so this will be a continued reference for reading and writing.

Word Wall Words for Second Grade

about	friends	or	their
after	**girl**	other	**them**
again	green	our	then
are	gym	outside	**there** (here)
beautiful	**have**	**people**	**they**
because	**here**	phone	they're (they are)
before	**house**	played	**thing**
best	**how**	**pretty**	those
black	hurt	**quit**	**to**
boy	**I**	**rain**	too (too late!)
brothers	into	really	trip
bug	it's	**ride**	truck
can't	joke	right (Wrong!)	two (2)
car	**jump**	**said**	use
caught	junk	sale	**very**
children	kicked	**saw**	wanted
city	knew	**school**	**was**
clock	line	shook	**went**
could	**little**	**sister**	were
crash	**made**	skate	**what**
crashes	mail	slow	**when**
didn't	**make**	small	**where**
don't	many	snap	**who**
drink	more	sometimes	**why**
eating	name	sports	**will**
every	**new** (old)	stop	**with**
favorite	**nice**	**tell**	won
first	**not**	than	**won't**
float	**off**	thank	write
found	one (1)	that's	writing

🕮 Word Walls for Upper Grades

If your students are struggling with spelling high frequency, irregular words, such as *they, could, where, again, because, said, were,* then a Word Wall can help them make these connections.

You may display the Word Wall in the classroom for everyone's use, or provide individual students with "portable" Word Walls in a file folder, as needed.

The Word Wall should contain:

· frequently misspelled words and commonly confused homophones
· common contractions
· examples of suffixes and prefixes

This is a good opportunity to draw students' attention to words which do not follow common patterns. Choose 5-10 words. As you put up each word, have the students tell you what is illogical about it. For example, "*because* sounds like it should be spelled *becuz* but it makes sense if you remember that it has the word *cause* in it".

Give the students strategies for remembering these irregular spellings, such as saying them rhythmically or in a chant.

Have the students write the words with careful attention to the sequence of the letters. This should be a focused, not automatic activity. If you make it a riddle or game, they will be more inclined to focus on the words. For example,

· *Beside #1, write the only word with three letters.*

· *Beside #2, write the word in which "ey" makes a "long a" sound*

After students have written all of the words, have them check their own lists by chanting the letters aloud, underlining each letter as they say it.

In addition to learning high-frequency, frequently-misspelled words, students in Grade 3 and up should develop the following skills:

- Decoding words that they've never seen before
- Spelling words that may have more than one possible spelling
- Decoding and spelling multi-syllable words

Important Resources

http://www.teachers.net/4blocks/

Cunningham, P. M. (1995). ***Phonics they use: Words for reading and writing (Second Edition).*** HarperCollins Publishers

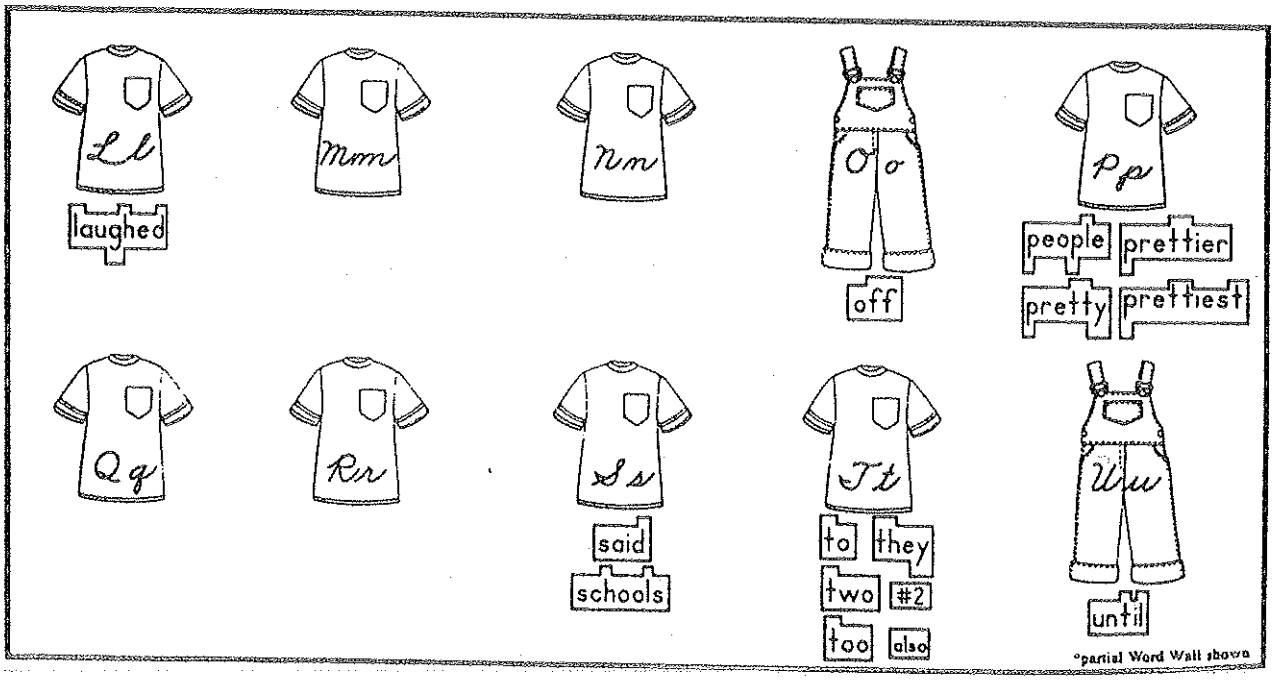
Cunningham, Patricia M & Hall, Dorothy P.
Month-by-Month Reading and Writing for Kindergarten
Month-by-Month Phonics for First Grade
Month-by-Month Phonics for Second Grade
Month-by-Month Phonics for Third Grade
Month-by-Month Phonics for Upper Grade
Carson-Dellosa

Wagstaff, Janiel M. ***Teaching Reading and Writing with Word Walls***
Scholastic Professional Books

Post-it Correction and Cover-up Tape - 3M (1" wide)

Highlighter Tape - Lee Products Co. Minneapolis MN 55420

Wikki Stix -

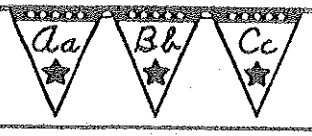


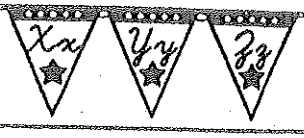
Basic Patterns

Nearly 500 primary-grade words can be derived from the following set of 37 patterns:

-ack	-all	-ain	-ake	-ale
-ame	-an	-ank	-ap	-ash
-at	-ate	-aw	-ay	-eat
-ell	-est	-ice	-ick	-ide
-ight	-ill	-in	-ine	-ing
-ink	-ip	-ir	-ock	-oke
-op	-ore	-or	-uck	-ug
-ump	-unk			

From ***Beginning to Read: Thinking and Learning about Print*** by Marilyn J. Adams (MIT Press, 1990)





Ninety Commonly Misspelled Words for Upper–Grade Word Walls

about	except	probably	very
again	excited	really	want
almost	favorite	right	was
also	first	said	wear
always	friends	school	weather
another	getting	something	we're
anyone	have	sometimes	went
are	hole	terrible	were
beautiful	I'm	that's	what
because	into	their	when
before	it's	then	where
buy	its	there	whether
by	knew	they	who
can't	know	they're	whole
could	laugh	thought	with
didn't	let's	threw	won
doesn't	myself	through	won't
don't	new	to	wouldn't
enough	no	too	write
especially	off	trouble	your
everybody	one	two	you're
everyone	our	until	
everything	people	usually	

GUESS THE COVERED WORD

Guess the covered word.

Some children never become really good at putting sounds together to decode words, but most words can be figured out by students if they look at the beginning letters, the length of the word, and if they think about what makes sense. Have you noticed your students saying, "That word couldn't be **peanut butter**. That is two words; besides, it's too short. It has to be a short word like **pear** or **pie**. This is the cross-checking ability that *Guess the Covered Word* helps children develop. You can do *Guess the Covered Words* for themes you are studying or books you are reading, too. **This month the word can appear in different parts of the sentence and can begin with two and three letter clusters—not just a one letter sound.**

October

The **leaves** are turning colors.

The nights are getting **longer**.

The days are getting **cooler**.

The **children** want Halloween to come.

They will dress in funny **clothes**.

They will go to a **party**.

Favorite Foods

Kevin likes to eat **cheese** sandwiches.

Billy likes to eat **pretzels** for a snack.

Fried **chicken** is Robert's favorite food.

Whitney likes **crackers**.

Suzanne likes **bread**.

Marie likes to eat chocolate **brownies**.

Halloween

The **children** went to a party in a van.

The **clothes** people wore were funny.

At the party someone had a **black** mask.

The **princess** had the best costume.

The **dragon** was the scariest.

After reading *The Monster Book of ABC Sounds you can write sentences summarizing the book:**

The monster was hiding behind a **small** door.

The monster liked to **play**.

One monster ate **bread**.

One monster was **thirsty**.

The monsters and the rats had a **great** time!

* *The Monster Book of ABC Sounds* by Alan Snow (Puffin Pied Piper, 1994)

K.I.D. Strategy:
Key Word Important Information Draw to remember

Word:

Key Word	Important Information	Draw to Remember

Where might you expect to see this word?

How might this word be used?

Making Words

Making Words is an activity developed by Patricia Cunningham and her colleagues in which children are given some letters which they use to make words, starting with small words and increasing until a word is made with all of the letters.

"Making words is an active, hands-on, manipulative activity in which children learn how to look for patterns in words and how changing just one letter changes the whole word." (Cunningham).

Planning a Making-Words Lesson

1. Decide what the "big word" will be. In choosing this word, think about the themes of your classroom and the letter-sound patterns you wish to draw students' attention to.

2. Make a list of all the words you can create using these letters.

3. From that list, choose 12 - 15 words that:

    - can be sorted for the patterns you want to emphasize
    - are a variety of short and long words
    - can be made by rearranging the same letters
    - might be a proper noun or two
    - are common to the students' vocabularies

4. Write all the words on index cards, arranging them in groups according to the number of letters in the word.

5. Reorganize each group of words so you can emphasize letter patterns and changing or adding letters to create new words.

6. Store the cards in an envelope for future use. Write on the envelope the words in order and the patterns you will sort for.

Teaching A Making Words Lesson to Emergent Readers

Step 1: Making Words

1. Distribute the letters necessary for this lesson to all of the students.

2. Place large letter cards with the same letters in a pocket chart or on ledge.

3. Hold up and name the letters on the large letter cards and have the children hold up their matching small letter cards.

4. Write the number 3 on the board. Have the students hold up three fingers. This is the number of letters in the word we will make.

5. Tell the children to take three letters and make the first word. Say the word in a sentence.

   Take three letters and make the word "red". I ate a big red apple.

6. Have a child who makes the word correctly at his own desk make the word with the large letter cards on the ledge or pocket chart. Encourage the others to check this word against their own and fix theirs up if necessary. Put up the index card with *red* written on it.

7. Continue to make three letter words, providing the students with directions and giving the words in a sentence.

   Change "red" into "rid". Sometimes I ask you to clean out your desks and get rid of the junk.

8. Now, erase the "3" and put a "4" on the board. Have the children hold up four fingers and tell them that they will use four letters for the next few words.

9. Continue providing directions for making words, providing directions to change or add letters as needed. When you say a name, remind them to use a capital letter. Each time, have a student make the word using the large letter cards and display the index card with the whole word written on it.

   Add a letter to "rid" to make the four-letter word "ride".
   Change "ride" to "side".

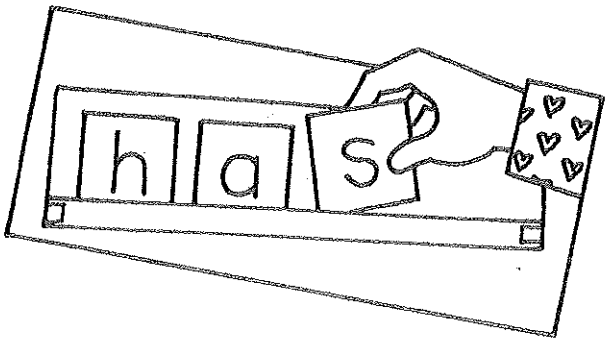
   Do an abracadabra to move the letters in "side" to spell "dies".

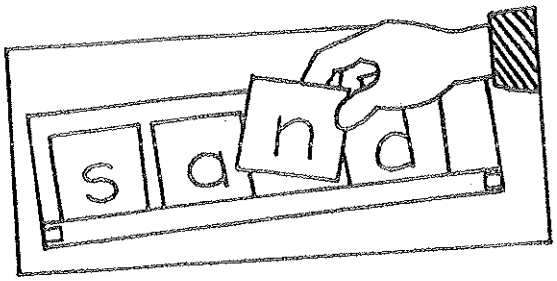
10. When all the words have been made except the last word, ask the children if anyone has figured out what the "secret" word is.

    If someone has made the secret word, invite him to demonstrate using the large cards. If not, give the students some hints to help them figure it out.

    There is an "s" at the beginning and at the end.
    The second letter is "p"

Note: Always guide the students through the creation of words so they work in patterns.





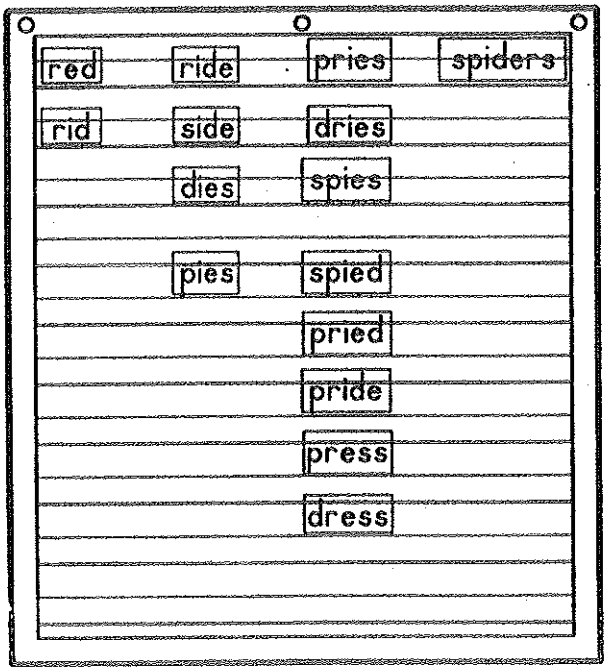
Step 2: Sorting

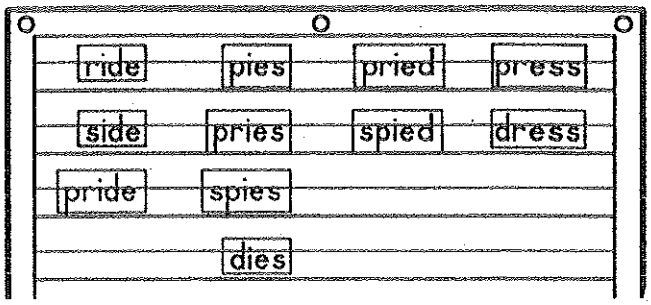
After making the words, it is time to sort for patterns and then use the patterns to read and spell new words.

All the words that have been made are displayed on large cards in the pocket chart.

Together with the children, find ways to sort the words for patterns. At first this may be words that start the same or have the same number of letters. Later you may direct the students to look for rhymes/spelling patterns.

Organize the words in the pocket chart so that all of the words that have the same spelling pattern and rhyme are in a column.





Step 3: Transfer

This is an important aspect of the Making Words lesson, as it is the one which teaches children how to extend the learning to their own reading and writing.

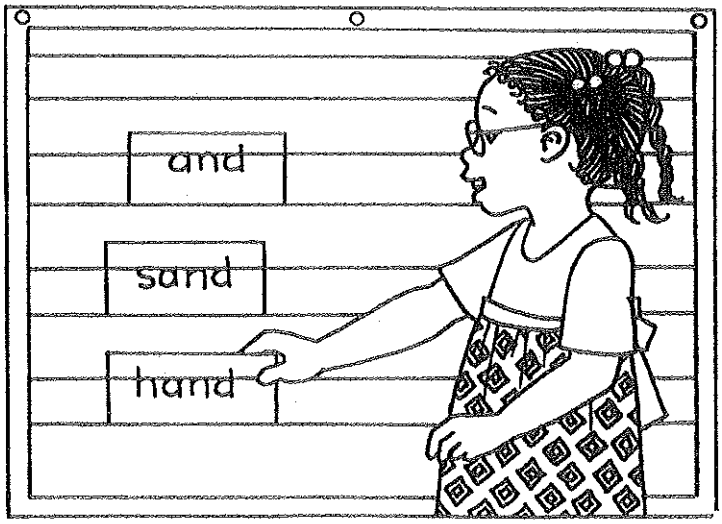
Create some cards with new words that follow the patterns that were studied.

Hold up the first word and ask: *"What if you were reading and didn't know this word? Which of the rhyming groups would help you figure it out?"*

Invite one child to place the new word in the appropriate group.

Guide them to use these patterns in their writing as well: *"If you wanted to write the word **"beside"**, what pattern would help you figure out how to spell it?"*

You might want to use the opportunity to compare two spelling patterns for the same rhyme: *I am going to say a word that rhymes with **side, ride, pride** and **slide**, and also with **spied, pried** and **fried**. Can you think of a related word to help you figure out the spelling pattern for **"cried"**?*



Note! Keep this lesson moving along quickly! The entire Making Words lesson should only last 15-20 minutes. Don't wait for every student to make every word.

Homework

You may want to use a Making Words homework sheet to reinforce the process. The students may cut apart the letters at the top of the page and write as many words as they can make.

e	i	d	p	r	s	s	

Adapting "Making Words" for Older Students

- Give the students a strip of paper with all of the necessary letters for the lesson and ask them to cut the strip apart.
- Don't bother writing the number of letters on the board or asking them to raise the correct number of fingers. You may not like what you see!
- Don't omit the Sorting and Transferring steps!

WARM-UP LESSON #1

(The children have the vowel letter *a* and the consonant letters *c, c, h, r, s,* and *t*.)

MAKE WORDS

Take two letters and make *at*.
Add a letter to make the three-letter word *art*.
Change the letters around and turn *art* into *tar*.
Now change just one first letter and *tar* can become *car*.
Now we are going to make some four-letter words. Hold up four fingers! Add one letter to *car* and you have *cart*. (The little boy pushed his cart.)
Change the last letter and you can change *cart* into *cars*. Instead of one cart you now have a number of cars.
Don't take any letters out, change the letters around, and you can make *cars* into *scar*.
Change one letter and you can change *scar* into *star*. (Maybe someday you will be a star.)
Now take all the letters out and make another four-letter word, *scat*. (The woman told the cat to scat.)
Let's make another word, *cash*.
Change just the first letter and you can change *cash* into *rash*. (When you have poison ivy, you have a rash.)
Now let's make a five-letter word. Hold up five fingers! Add a letter to *rash* and you can make *trash*.
Change the first letter and you can change your *trash* to *crash*. (Often race-car drivers end up in a crash.)
Let's make another five-letter word. Use five letters to make *chart*. (The teacher likes to make a new chart every time we study something new.)
Has anyone figured out what word we can make with all seven letters? Take all seven of your letters and make *scratch*.

SORT

When the children have made *scratch*, draw their attention to the words they made and help them sort for a variety of patterns: *at, art, tar, car, cart, cars, scar, star, scat, cash, rash, trash, crash, chart, scratch.*
Take the word *car* and have them find the other words that begin with *c*–*cart, cars, cash*.
Take the word *car* and have them find the other *a-r* words–*scar* and *star*.
Take the word *art* and have them find the other *a-r-t* words–*cart, chart*.
Take the word *cash* and have them find the other *a-s-h* words–*rash, crash,* and *trash*.
Take the word *at* and have the children find words that have the same vowel sound as in *at*–*cash, scat, rash, trash, crash,* and *scratch*.
Take the word *car* and have the children find words that have the same vowel sound as in *car*–*art, tar, cart, cars, scar, star,* and *chart*.

WRITING AND NEED TO SPELL

What if you were writing about yourself and you needed to spell *smart*? Which words would help you spell *smart*? What if you were writing about swimming and needed to spell *splash*?

Copyright © 1994 Good Apple

Making Words Strips—December

Lesson One:

a e e b c l r t

Lesson Two:

a e e o c d r s t

Lesson Three:

a a e i o l n r t x

© Carson-Dellosa Publ. CD-2405

MAKING WORDS HOMEWORK SHEET

© Carson-Dellosa CD-2406

Resources

Cunningham, P. (1995). ***Phonics they Use.***
(Available from Addison-Wesley Longman Publishing in Canada)

Cunningham, P. & Hall, D. (1994). ***Making Words.*** Good Apple

Cunningham, P., Hall, D. & Sigmon, C. (1999). ***The Teacher's Guide to the Four Blocks.*** Carson-Dellosa Publishing Company, Inc.

Sigmon, Cheryl M. (1997). ***Implementing the 4-Blocks Literacy Model.***
Carson-Dellosa Publishing

Also by Pat Cunningham and Dottie Hall and published by Carson-Dellosa:

Month-by-Month Reading and Writing for Kindergarten

Month-by-Month Phonics for First Grade

Month-by-Month Phonics for Second Grade

Month-by-Month Phonics for Upper Grades
(A Second Chance for Struggling Readers and Students Learning English)

Making More Words

Making Big Words

Check the following website for information, articles, resources and chatlines pertaining to the Working with Words Plan!

http://www.teachers.net/4blocks/

Name _____ Date _____

Say It Again

Directions Synonyms are words that have the same meaning as another word. Some synonyms for the word *house* are *abode, domicile, dwelling, home,* and *residence.* Knowing synonyms for a word can improve your writing by making it more interesting (so that you don't use the same words over and over again). Learning synonyms will also expand your vocabulary, which is always a good thing.

Find the correct synonym for each word below. All words have more than one right answer. Try to do as many as you can without any help. If you get stuck, use a dictionary or a thesaurus to help. Draw lines from each word on the left to its synonyms on the right.

car	educate
	beginning
book	tome
	intelligent
birth	putrid
	depiction
trip	journey
	portrayal
smart	irate
	congenial
teach	sharp
	reply
nice	start
	pleasant
bad	automobile
	decayed
answer	instruct
	respond
mad	volume
	angry
picture	expedition
	buggy

Bonus Write ten sentences using synonyms that you just learned.

© Carson-Dellosa

Name _____ Date _____ 52

It's a Match

Directions Some words just seem to go together like peaches and cream. Some more familiar pairs include nuts and bolts and apples and oranges.

See how many other pairs you can identify by filling in the blanks below. Then, put the numbered letters in numerical order to read a special message about the sets of words.

sticks and _ _ _ _ _ _ (14)

pins and _ _ _ _ _ _ _ (3)

horse and _ _ _ _ _ _ _ _ (6)

soap and _ _ _ _ _ (1)

pots and _ _ _ _ (15)

macaroni and _ _ _ _ _ _ (13)

bacon and _ _ _ _ (12)

lock and _ _ _ (4)

peanut butter and _ _ _ _ _ (7)

bread and _ _ _ _ _ _ (10)

salt and _ _ _ _ _ _ (8)

knife and _ _ _ _ (11)

hugs and _ _ _ _ _ _ (19)

cup and _ _ _ _ _ _ (9)

table and _ _ _ _ _ _ (2)

sugar and _ _ _ _ _ (17)

hammer and _ _ _ _ (5)

pencil and _ _ _ _ _ (16) (18)

The message is:

_ _ _ _	_ _ _	_ _ _ _ _ _ _	_ _ _ _ _
1 2 3 4	5 6 7	8 9 10 11 12 13 14	15 16 17 18 19

Bonus Think of other word pairs and create your own puzzle.

Name _____ Date _____

Making Comparisons

Directions Writers often use comparisons to give readers a clearer picture of what they mean when describing a character's actions or behavior.

Example: The man was as dirty as a pig and as sly as a fox.

See how many comparisons you recognize by filling in the correct word.

as wise as an _ _ _

as stubborn as a _ _ ☐ _

as slippery as an _ _ _

as busy as a _ _ ☐

as cold as ☐ _ _

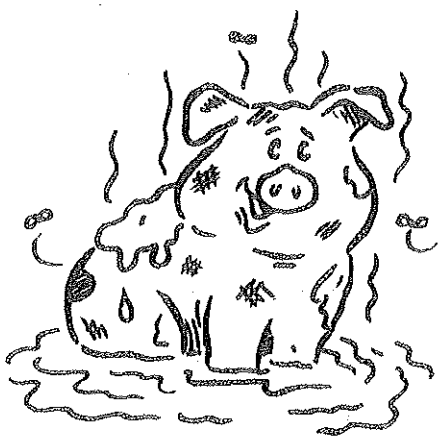
as blind as a _ _ _

as quiet as a _ _ _ ☐ _

as slow as ☐ _ _ _ _ _ _ _

as flat as a _ _ _ _ _ _ _

as neat as a _ ☐ _



Now, unscramble the boxed letters on the lines below to show the name of the literary devise that an author uses when he or she makes a comparison using like or as.

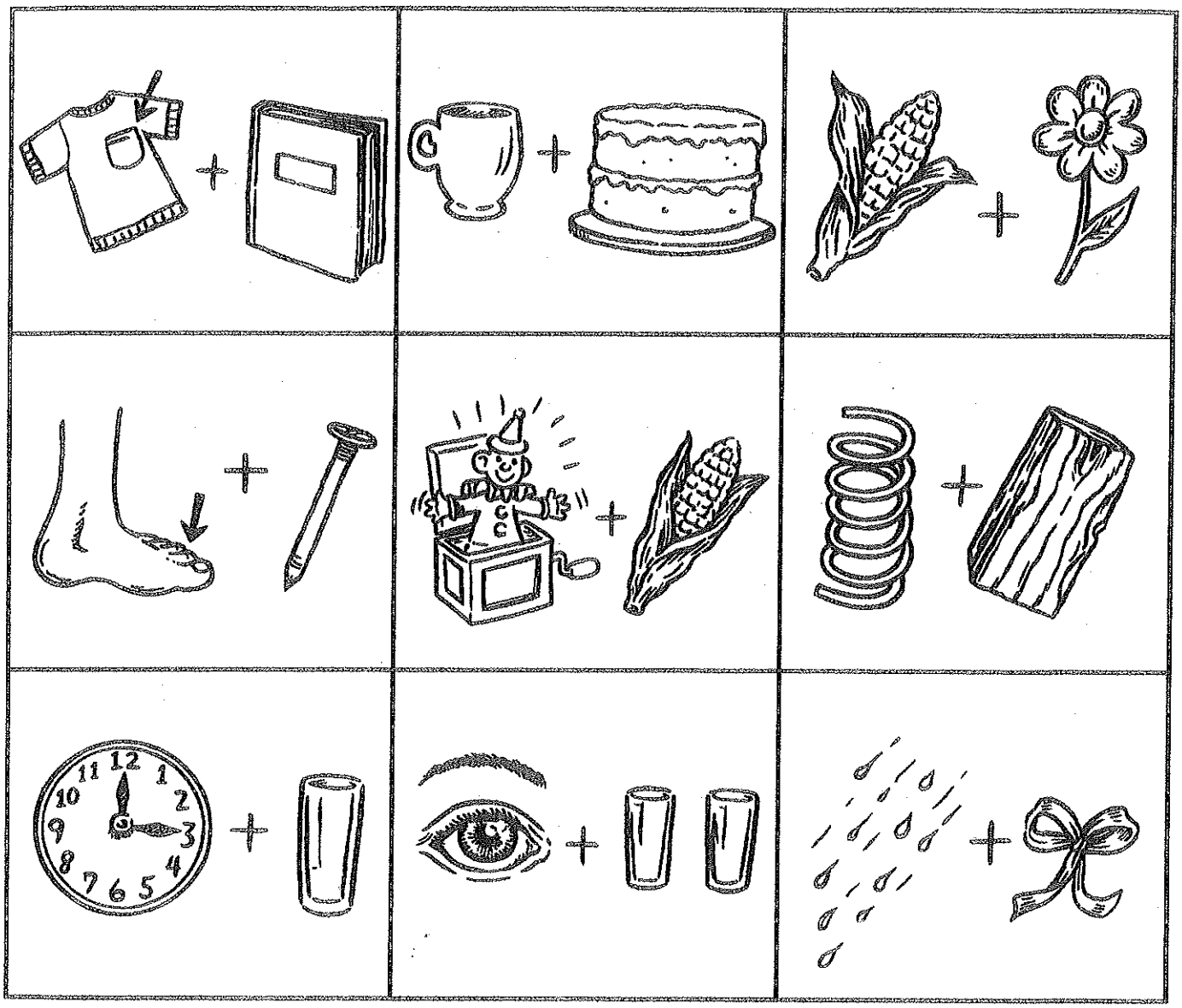
_____ _____ _____ _____ _____ _____

Bonus Can you come up with comparisons of your own? Here's one to get you started: As snug as a bug in a rug.

Name _____ Date _____

Puzzle Fun

Directions Study the pictures below and see if you can name each compound word.



Bonus Try to come up with your own compound word pictures.

© Carson-Dellosa

Acronyms Aplenty

Directions Acronyms are initial letters used to stand for special phrases. You'd be surprised at how many acronyms you can recognize. Do you know what ASAP means? If you guessed "as soon as possible," you are correct. See how many acronyms you can identify below.

USA _____	UFO _____
NASA _____	EPA _____
NATO _____	FBI _____
CIA _____	IRS _____
ATM _____	PIN _____
IQ _____	TLC _____
COD _____	MADD™ _____
RDA _____	AWOL _____
WWW _____	YMCA® _____
PGA™ _____	NFL™ _____
POW _____	MSG _____
IOU _____	ESP _____
ETA _____	RIP _____

Here's a very special acronym to help you remember the colors in a rainbow. See if you can use it to name the colors.

ROY G BIV

_____ _____ _____ _____ _____ _____ _____

Bonus Make up an acronym to help you remember something important.

Hundred Dollar Word: Spelling

On a piece of paper, assign each letter of the alphabet a place number in dollars. A = $1, B = $2, C = $3, D = $4, E = $5, F = $6, G = $7, H = $8, I = $9, J = $10. Complete the entire alphabet code in this way. You are in search of a hundred dollar word and must select a spelling word which you think you can decode to add up to that big money. This may be done with several students at the board, solo at their desks, or in teams.

If you choose *pizza* here is what happens.

pizza	p =	$16
	i =	9
	z =	26
	z =	26
	a =	1
		$78 total

Sorry, good try. Try again. (Is there another strategy you could use to find the $100 word?)

Copyright © 1989, Good Apple, Inc.

Spelling Scramble

Each member of the class is given the following list of sentences in which the spelling of one word is scrambled! A strong clue to the mystery word as it should appear when unscrambled is found in the context of the sentence. *Context* means the surrounding parts of the sentence or statement that help explain the total meaning and help identify the scrambled word.

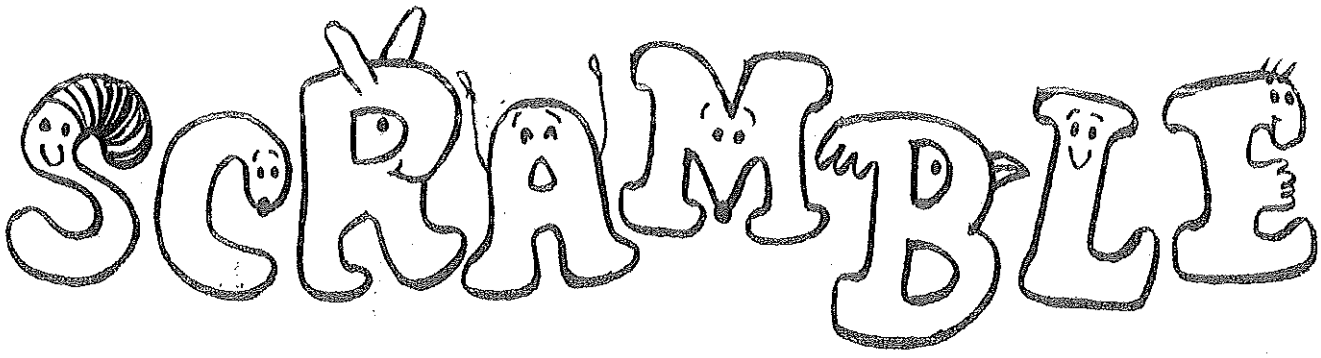
The sentences may be written on the board, as an alternative, with all eyes front, and brains in place, as everyone tries to unscramble the words.

The task can be much more difficult with two mystery words in a sentence. An entire sentence with each word scrambled is really a mind-bender. Try writing one! Give one oral clue.

1. *Nslioilm* of dollars were spent on roads. (Millions)
2. Stormy Midwest was hit by *rnotdaeso.* (tornadoes)
3. The camping *rpti* was a great success. (trip)
4. A sports *rnaea* was built for the home team. (arena)
5. *Ahwt eosd lingleps aenm?* (What does spelling mean?)

Add some of your own scrambled sentences.

For another similar exercise, see Sentences out of Context.



Copyright © 1989, Good Apple, Inc.

Name _____ Date _____ 58

Symbol and Frame Game

Directions See how many of the puzzles you can solve by figuring out the meaning of each set of symbols and words.

read	2B or ~~2B~~	MOON / MIAMI	ccrroossss	Funny Funny Words Words Words Words
Laughing Crying	Fork / the $ $ $ $	MIND / MATTER	Close Close Comfort Comfort Comfort Comfort	B B A A C C K K
hahandnd	you J U S T me	school	PAINS	Think
chair	HAIR	F F A A C C E E	PPRENTYK	skating thin ice

Bonus Try to make up your own word puzzles.

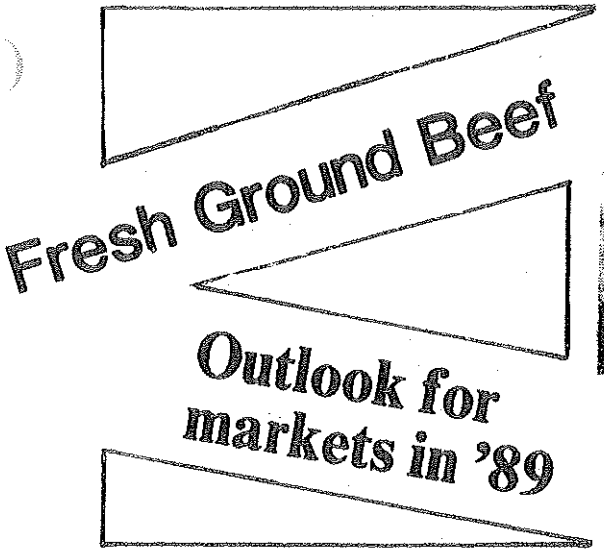
Newspaper Treasure Hunt

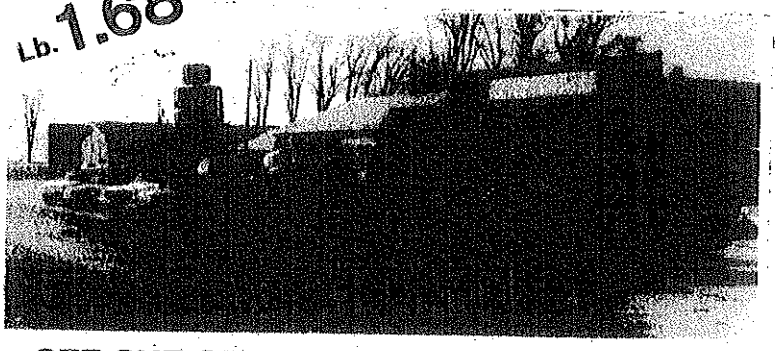
Once again the student groups will be working with a complete newspaper (see preceding activity, Newspaper Contents). Before starting, have students select newspaper names for their groups. In order to play this game for points, the participants must be acquainted with the table of contents and be generally familiar with the sections of the newspaper.

Procedure:

The teacher will have a prepared list of items to be found for this Newspaper Treasure Hunt (length is optional). Cover the major sections of the paper. An example of questions would be:

1. Find the price of one pound of hamburger.
2. Find an editorial cartoon.
3. Find a business report.
4. Locate the horoscope for today.
5. Find the names of three politicians.
6. What is a basketball score for the home team?
7. Locate a used car for sale.
8. What is the biggest news on the front page?





The group that locates each piece of information is scored one point for the team. Answers must be specific—including section, page and column. If the information is incorrect, the team receives a negative point. The teams may respond to one item at a time, as read by the teacher, or a treasure hunt list may be given to each group. The first group to finish is the winner. All answers must be checked against the newspaper before the final results are known.

Greta Lipson and Bernice Greenberg. *Extra! Extra! Read All About It! How to Use the Newspaper in the Classroom.* Carthage, Illinois: Good Apple, Inc., 1981.

Copyright © 1989, Good Apple, Inc.

The Writing Centre

Possible activities:

- Ways to Support the Writing Process in K – 3 (2 handouts)
- Daily Language Review
- Reading/Writing Rhymes (3 handouts)
- Story idea Bingo (handout)
- Daily journal ideas (Monthly activities - Shirley has)
- Writing a story to go with a picture
- Drawing pictures to go with story
- Create a shield for the main character of the story (2 handouts – Shield Assignment)
- Retell a Fairy Tale (beginning, middle, end)
- Things to do each month (5 handouts)
- Positive Me from A to Z (handout)
- Telephone Code (handout)
- Writing Directions (handout – Directions: Peanut Butter and Jelly Sandwich)
- Character map (handout)
- Endless Sentence: Stretch It (handout)
- Trading cards (2handouts)
- Backwards Language (handout)
- Homonyms/Clichés
- Writing poetry
    1. acrostic
        - Acrostic: Say It Vertically and Horizontally (handout)
        - What's in a Name? (handout)
    2. Write a Limerick (handout)
    3. Cloze Poems (handout)
    4. My House: Free Verse Poem (handout)
    5. Diamante: Formula Poem (handout)
    6. Multiple Choice Poem: Formula (handout)
    7. Hundreds of Ways to See the World Through Haiku (handout)
    8. Some additional suggestions (handout)

- Figures of Speech/idioms (4 handouts – Concrete Images, Idioms, Literal Word Pictures: Time Flies, Fun With Idioms)
- Lazy Letters (2 handouts)
- Business cards (handout)
- Character cards (4 handouts)
- Alphaboxes (2 handouts)
- Homophones: Here Hear! (handout)
- Learning logs (handout)

- Time in a Bottle (handout –use as writing activity – students explain)
- Write a friendly letter to the main character of the story (2 handouts)
- Writing invitations (4 handouts)
- Personification Personified (handout)
- Myth Writing (handout)
- Letter to the Author (handout – Talk to the Author)
- Autobiography
    1. All About Me (handout)
    2. Pizza Box Autobiography (handout)
    3. An Autobiographical Account (handout)
- Diary Writing (handout – Walk in Another Person's Shoes)
- Writing paragraphs (2 handouts)
- Persuasive paragraphs (2 handouts)
- Compare and contrast (2 handouts) – use to compare characters etc.
- Descriptive Writing (2 handouts)
- Creative Design (handout)
- Rafts (handouts)
- Middle Years Writing Formats (handout)
- Fairy Tales and Rafts and Advertising (handouts)
- A list of things to do or buy
- Labels for pictures
- A poster
- Labels and a legend for a map
- A record of scientific observations
- A math survey

WAYS TO SUPPORT THE WRITING PROCESS IN KINDERGARTEN TO GRADE 3

- **Provide opportunities for writing *every day***
- **Model teacher writing**

In Kindergarten...

- not much direct instruction is needed
- lots of opportunities for choice and practise
- model writing through morning news, shared writing
- provide a writing centre with pencils, pens, markers, different sizes and colours of paper
- read to students frequently and provide plenty of books for free-time reading
- teach alphabet letters and sounds *in meaningful contexts*
- encourage students to do "magic writing"
- fill the room with environmental print to demonstrate the function of writing

In Grade One...

- model your own writing
- provide plenty of support and opportunities to write
- don't write anything for students that they can write themselves
- provide direct instruction in letter-sound correspondences
- encourage students to write as many letter sounds as they know; encourage invented spelling; don't help them with spelling until they have tried to spell the word themselves
- invite students to read their writing in Author's Chair and teach them to respond to the writing of others
- use individual conferences to take students one step farther than they are
- celebrate and display student writing

Students should experience a balance of three types of writing:
- **self-selected**
- **teacher assigned**
- **reflective, learning logs**

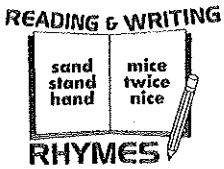
In Grade Two

- provide opportunities for three types of writing:
  - independent choice
  - assigned writing
  - writing to learn
- train students to make independent decisions during the writing workshop:
  - What should I do next?
  - Should I start a new piece of writing, finish an incomplete piece or rework a completed draft?
  - Should I abandon this piece that doesn't seem to be going anywhere or struggle to complete it?
  - Should I publish this piece or leave it in draft form?
  - How can I make this piece of writing clearer, more descriptive, more effective?
- provide students with pre-writing and planning strategies
- teach students to peer conference in groups
- teach students to self-edit for mechanics and spelling
- celebrate student writing with "authors' parties" and published anthologies

In Grade Three

- provide opportunities for students to write in a variety of forms and genres
- encourage students to self-edit and have a peer edit their work before submitting it to the teacher
- provide teacher editing for any pieces of writing that will be published
- provide a variety of opportunities and audiences for sharing student work
- continue to encourage invented spelling and spelling as problem-solving
- teach mini lessons on the writing process, classroom procedures, writing conventions and elements of the writer's craft, based on needs identified from student writing
- make sure students know the difference between revising and editing

READING/WRITING RHYMES



Reading/Writing Rhymes **is another activity which helps students learn to use patterns to decode and spell hundreds of words.** In addition, all beginning sounds (onsets) are reviewed every time you do a Reading/Writing Rhymes lesson. Once all of the rhyming words are generated on a chart, the teacher, along with her students, write some rhymes using these words and then read each other's rhymes. Because writing and reading are connected to every lesson, students learn how you use these patterns as you actually read and write.

For *Reading/Writing Rhymes*, you will need an onset deck (3" x 5" index cards) containing 50 beginning letter cards including:

- Single consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
- Digraphs (two letters, one sound): sh, ch, th, wh
- Other two-letter, one sound combinations: ph, wr, kn, qu
- Blends (beginning letters blended together, sometimes called clusters): bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spr, st, str, sw, tr

Here's how we do a Reading/Writing Rhymes lesson.

- **At the beginning of the lesson, we distribute all of the onset cards to the students.** Depending on the number of students in your class, you distribute **one, two, or three cards to each student.**
- Once all of the onset cards are distributed, **we write the spelling pattern we are working with 10-12 times on a piece of chart paper.** As we write it each time, we have the children help spell it and write it.

__ack chart

__ack	__ack	__ack
__ack	__ack	__ack
__ack	__ack	__ack
__ack	__ack	__ack

 © Carson-Dellosa CD-2403

- We then invite each child, who has a card that she thinks will make a word, to come up and place her card next to one of the written spelling patterns and pronounce the word.

- If the word is indeed a real word, we use the word in a sentence and write that word on the chart by adding the beginning letter(s) on the line in front of an **ack** spelling pattern.

- If the word is not a real word, we explain why we cannot write it on a chart.

- If the word is a real word and does rhyme but has a different spelling pattern, such as yak to rhyme with **ack**, we explain that it rhymes but has a different spelling pattern, and we include it at the bottom of the chart with an asterisk next to it.

- We begin names with capital letters, and if a word can be a name and not a name, such as **Jack** and **jack**, we write it both ways.

- When all of the children who think they can spell words with their beginning letters and the spelling pattern have come up, we call children up to make the words not yet there by saying something like:

  "I think the person with the **sl** card could come up here and add **sl** to **ack** to make a word we know."

- We try to include all of the words that any of our children would have in their listening vocabulary but avoid any obscure words.

- If the patterns for words that we wrote to begin our chart get made into complete words, we add as many more patterns as needed to write all of the words we can make.

- Finally, if we can think of some good longer words that rhyme and have that spelling pattern, we add them to the list. (Children do not have the letters to complete these words, the teacher just adds them.)

- We spell and write the whole word on the chart under the other words we have on our chart because the children do not have the extra spelling patterns needed to spell it with their onset cards.

__ack chart

back	Jack	crack
snack	jack	rack
tack	black	stack
track	pack	lack
quack	sack	shack
whack	slack	flack
hack	knack	smack
Mack	Zack	
backpack	fullback	haystack
ice pack		

*yak, plaque

Once the chart of rhyming words is written, we work together in a shared writing format to write a couple of sentences using lots of the rhyming words. After generating all of the rhyming words, a class came up with this silly rhyme:

Jack went back to the shack near the track

to have a snack from his black backpack.

Next the students write rhymes. Many teachers let them work in pairs or teams to write these rhymes and then read their rhymes to the class.

Alisha's and Ashley's Writing Sample

Mack, Jack, and Zack had a fun time running around the track. Mack and Jack told the duck to quack. Mack had a sack on his back. Zack stayed back. Zack ate a snack in an old black shack.

Amy's Writing Sample

Jack and Zack went out back to eat their snack but Zack stepped on a crack and broke his back. Jack took Zack to Dr. Mack and he said he broke his back. Zack sat in a chair but he sat on a thumb tack, it hurt so bad he ran out the front door and ran the track. He ran so fast he started to quack. He quacked so hard he bumped into Jack. Jack had to go to Dr. Mack cause Zack headed for the tool shack.

You can do *Reading/Writing Rhymes* lessons to teach any common spelling pattern. Here are some of the words students might use with the patterns **at**, **ad**, **et**, **en**.

at words

at, bat, cat, hat, fat, flat, gnat, mat, pat, rat, sat, splat, that

doormat, acrobat, combat

ad words

bad, Brad, Chad, clad, dad, fad, grad, had, lad, mad, pad, sad, tad, Tad, Thad

Granddad, undergrad, Conrad

*add, plaid

et words

bet, get, jet, let, met, net, pet, set, vet, wet, yet, Chet

forget, Janet, sunset, upset

*debt, sweat

en words

Ben, den, hen, men, pen, ten, then, when, Glen, Jen, Ken

Ellen, playpen, Steven

*been

For more Reading/Writing Rhymes lessons see *Reading/Writing Simple Rhymes* by Cunningham and Hall (Carson-Dellosa, 2003).

 © Carson-Dellosa CD-2403

Story Idea Bingo

My favorite time of year is...	Something interesting about my pet is...	I really get mad when...
Something I'm afraid of is...	The best age to be would be...	Something I'm good at is ...
I like to collect...	I worry about...	My favorite person is...

Shield Assignment

Create a shield for one of the characters in _____.

(Title of story or novel)

Directions for the shield:

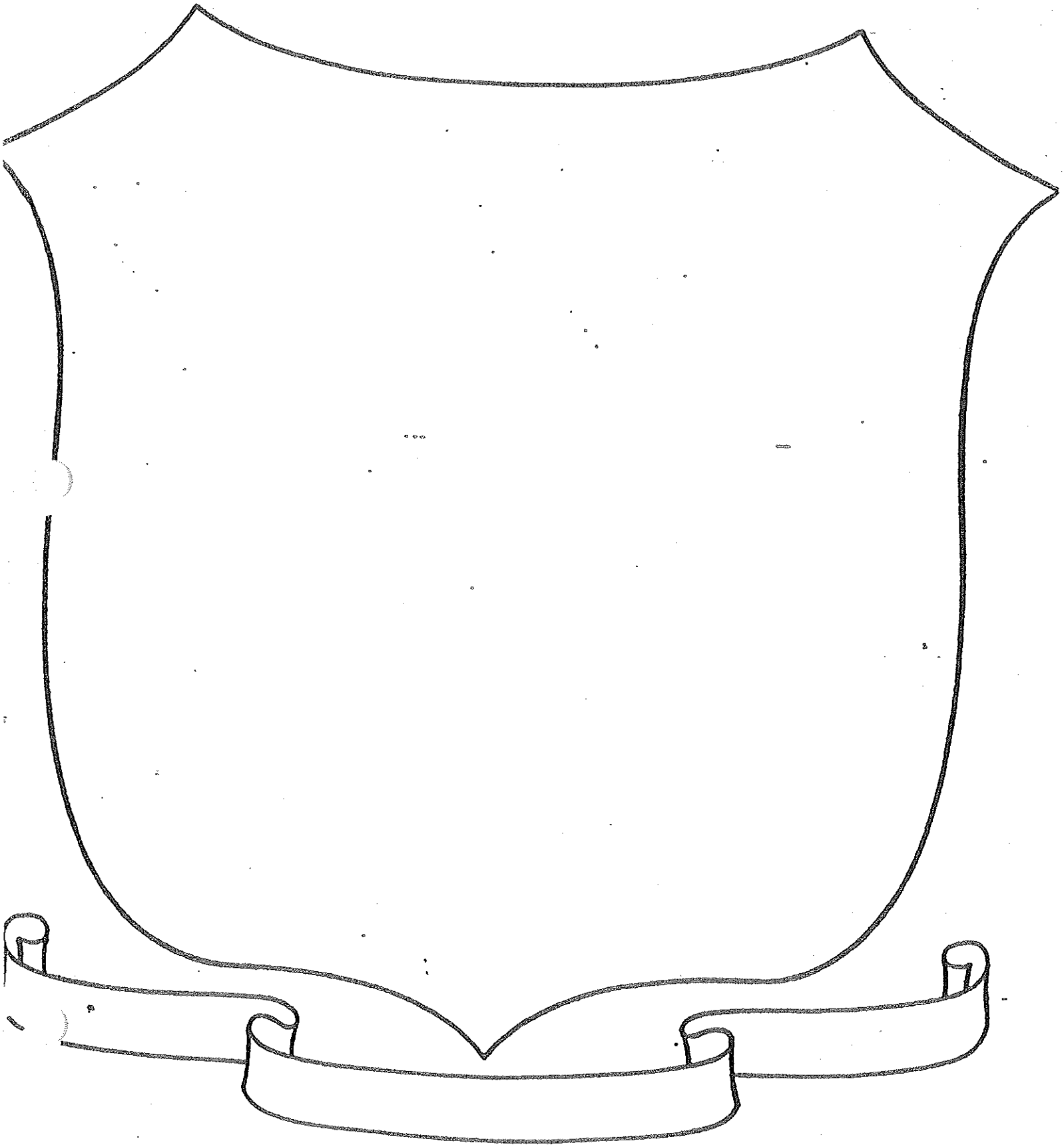
1. *Divide the shield into sections: use bars, diagonals, a cross or create your own system of dividers.*
2. *Choose symbols for your character, such as:*
   - *a. animal-deer, rabbit, lion, and so on. Which animal best suits your character?*
   - *b. man-made object- castle, sword, rocket. The symbol must suit the character.*
   - *c. nature- tree, flower, grass, etc. The natural element must suit your character.*
3. *Choose a metal and a colour(s) for the shield. Colour the shield with those colours.*
   - *Metals: gold, silver, bronze, etc.*
   - *Colours: red, black, blue, etc.*
4. *Print the character's name on the shield.*
5. *Create an inscription or a motto; then print it on the scroll at the bottom of the shield.*
6. *On a separate sheet of paper, explain the significance of the various elements of the shield which you have designed for your character. Include specific support from the novel or story which was used as the basis for your choices.*

   Explain: a. Divisions

   b. Symbols

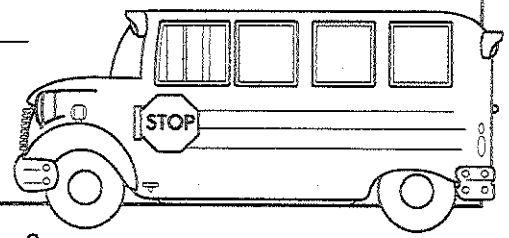
   c. Metals/colours

   d. Motto



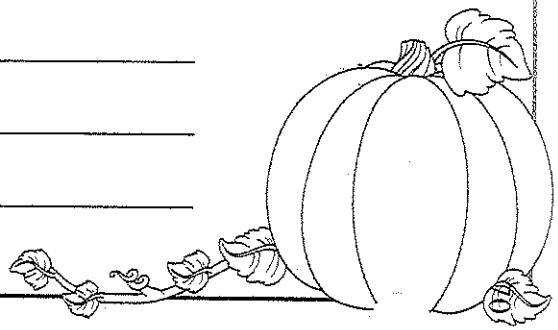
September

Write a story about things you do during September.



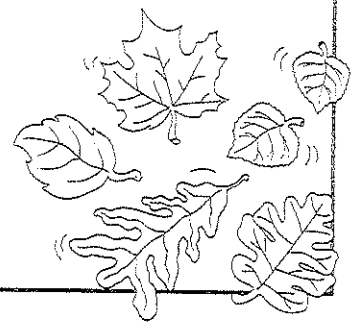
October

Write a story about things you do during October.



November

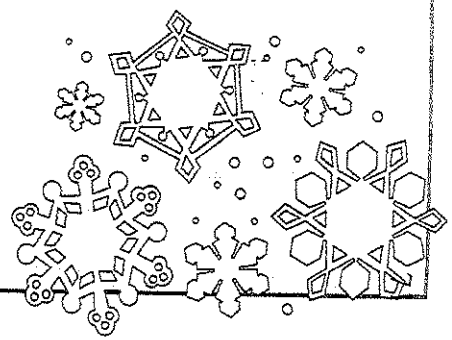
Write a story about things you do during November.



© Carson-Dellosa CD-3632

December

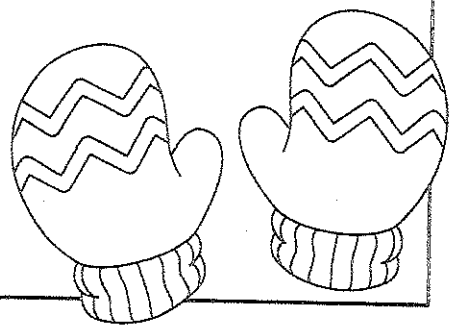
Write a story about things you do during December.



© Carson-Dellosa CD-3632

January

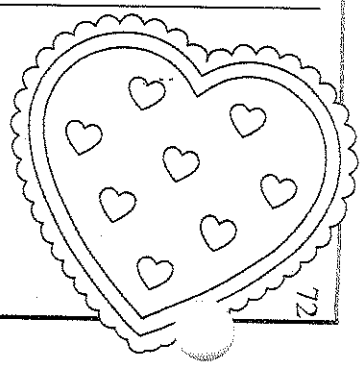
Write a story about things you do during January.



© Carson-Dellos 3632

February

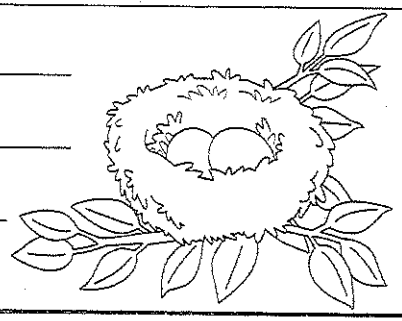
Write a story about things you do during February.



© Carson-Dellosa CD-3632

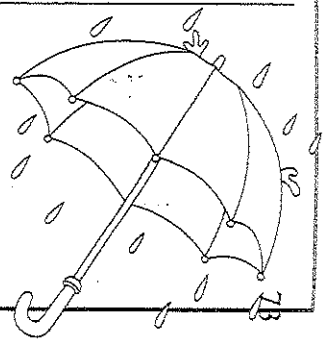
March

Write a story about things you do during March.



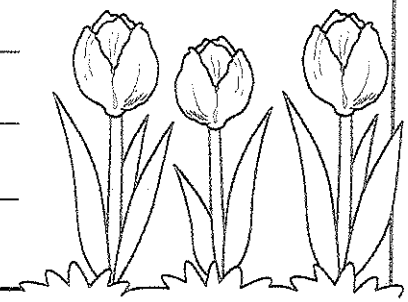
April

Write a story about things you do during April.



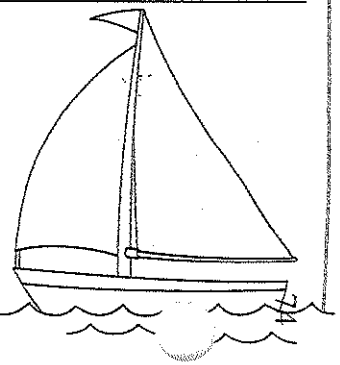
May

Write a story about things you do during May.



June

Write a story about things you do during June.

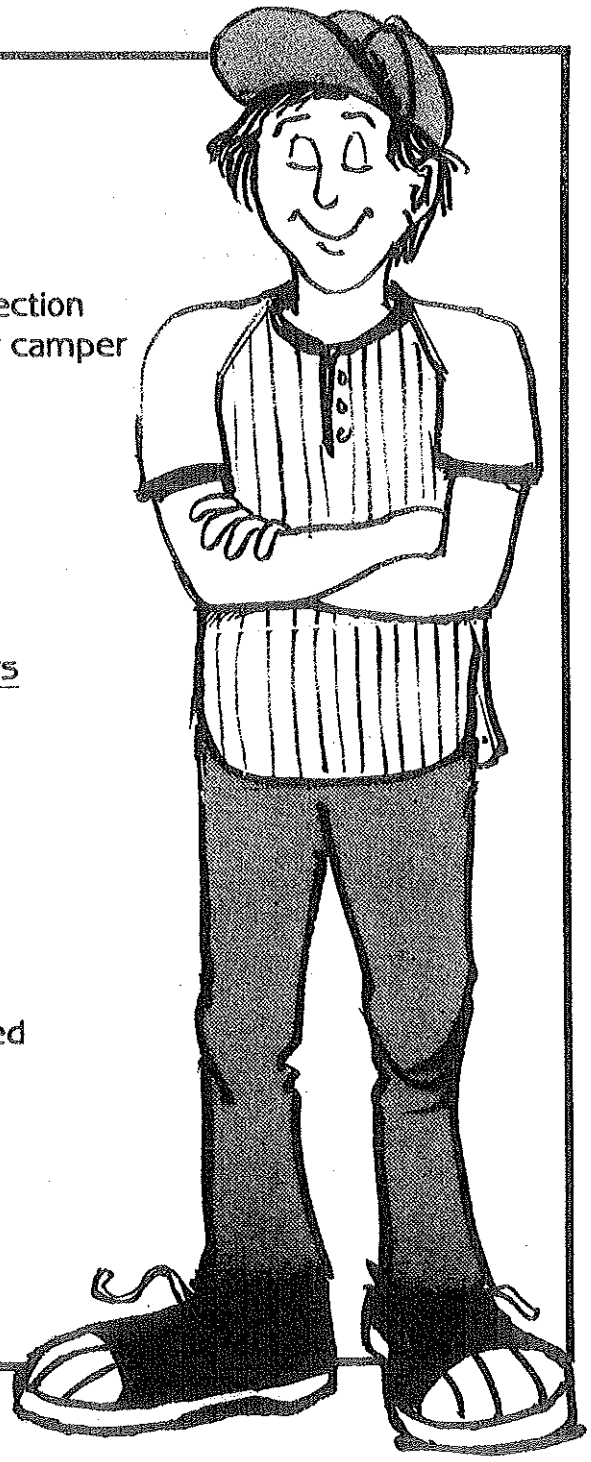


Positive Me from A to Z

Use every letter in the alphabet to describe who you are, what your interests are, and what you are all about. If you come to a letter that stops you, skip over it for a while and return to it later. You may use sentences or phrases, and you may start with any word of your choice, as long as you use and underline the alphabetical word in its consecutive place.

Example:

A I am an athlete.
B often called a baseball nut
C my voice can be heard in the chorus
D stands for dedication to my stamp collection
E well-known as the most eager summer camper
F a loyal friend to my buddy
G everybody knows I'm a go-getter
H handy in the kitchen
I my poetry inspires others
J they say I'm a joker
K kind to others
L friendly and likeable, that's me!
M I always try to remember good manners
N know when to say no!
O outstanding talent for music
P patient with little kids
Q quick at math
R love to read a good book
S shy when in crowds
T as tactful as possible
U understanding to a fault
V vulnerable where animals are concerned
W a warmhearted person
X never learned to play the xylophone
Y have a yen for yummy desserts
Z crazy about the zoo

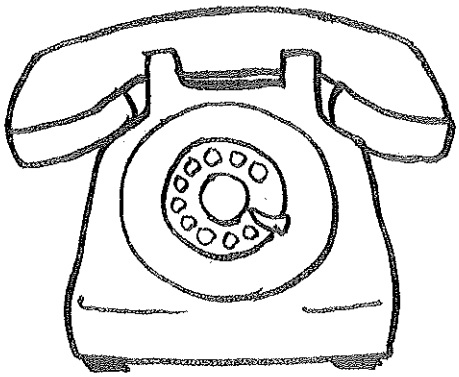


Telephone Code: a Memory Aid

If you look at a telephone dial you will see groups of three letters assigned to a number. Sometimes it is a problem trying to remember some phone numbers. You may want to help yourself remember numbers by using a memory technique called a mnemonic (knee-mon-ic) aid. Experiment with the letters on the dial and try to make a seven-letter word or several small words from the phone number you choose. If it seems impossible to do, try to make a nonsense word that you can pronounce like *klonerz* or *gabluck* or *trowsax*. Can one of your classmates make a word out of a phone number which stumped you? Remember that phone numbers have seven digits. Make a list of your important phone numbers and code them into words!

Use this code.

1 (Sorry, you will have to use 1.)
2 ABC
3 DEF
4 GHI
5 JKL
6 MNO
7 PRS
8 TUV
9 WXY



Touch Tone

1	2 ABC	3 DEF
4 GHI	5 JKL	6 MNO
7 PRS	8 TUV	9 WXY
*	0 OPER	#

home _____

grandparent _____

father's work _____

aunt _____

other _____

best friend _____

mother's work _____

cousin _____

school _____

******

Change these words back to their phone numbers.

A M E R I C A	L I B R A R Y	G O O D B O Y
_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _
P I C T U R E	N U M B E R S	S A D S A C K
_ _ _ _ _ _ _	_ _ _ _ _ _ _	_ _ _ _ _ _ _

Copyright © 1989, Good Apple, Inc.

Directions: Peanut Butter and Jelly Sandwich

(The teacher must be prepared for this exercise by having a loaf of wrapped sliced bread, a jar of peanut butter, a jar of jelly and a knife.)

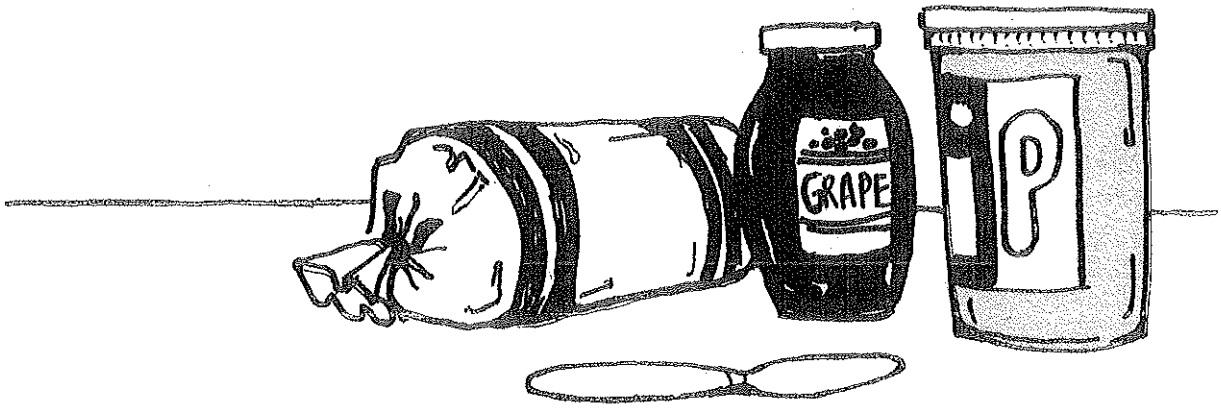
One of the most difficult things to do is to give directions to another person or a group so that everything is clear and understandable. Whether we are filling out a form, explaining how a game works, or talking to a class, there will always be a few people who do not understand. We all process and deliver information differently.

The rule to remember is that giving directions requires a step-by-step plan. Never assume that there are some details that people already know. The best demonstration of this is the old "peanut butter and jelly sandwich" routine.* Going counter to our last statement, we expect that most everybody knows how to make a peanut butter and jelly sandwich. It is, therefore, the job of each student to write out *specific* directions for an uninformed reader to follow in order to make the sandwich. (Perhaps someone from outer space!)

The teacher acts the role of the simpleton in this demonstration. Have the unopened ingredients and a knife ready on the desk. After the students' written directions have been handed in, find one that simply says, "Put the peanut butter and jelly on the bread." Like an innocent, the teacher will place the two jars on the wrapped loaf of bread! Pick a few other examples that are equally obscure. Go through the same foolish shenanigans.

The visual message is so strong that the class is now ready to contribute to a *specific* list of directions on the chalkboard.

Ask the students to generalize in other situations. What are the implications of this little exercise? Has anyone ever seen directions for assembling something that said, "Any child can do it!"—but no one at home can figure it out? Why is the phrase "Any child can do it" considered to be such a big joke? How does this apply to much of the gadgetry in your house? What does this tell you about giving and writing "user friendly" directions?



*For this exercise we are indebted to a student teacher and a popular elementary reading series, the name of which is deeply submerged in the past. We hope we may be forgiven this lapse.

Copyright © 1989, Good Apple, Inc.

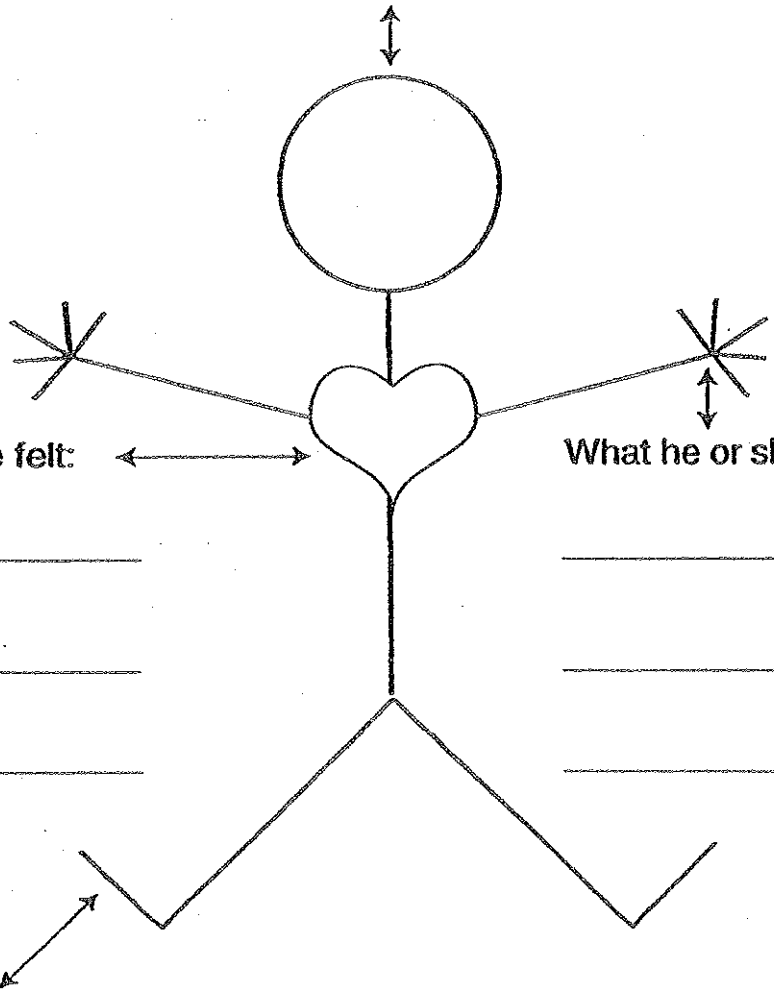
Character Map

Character: _____

Title of Story/Novel: _____

What he or she thought: _____

_____



How he or she felt:

_____

_____

_____

What he or she did:

_____

_____

_____

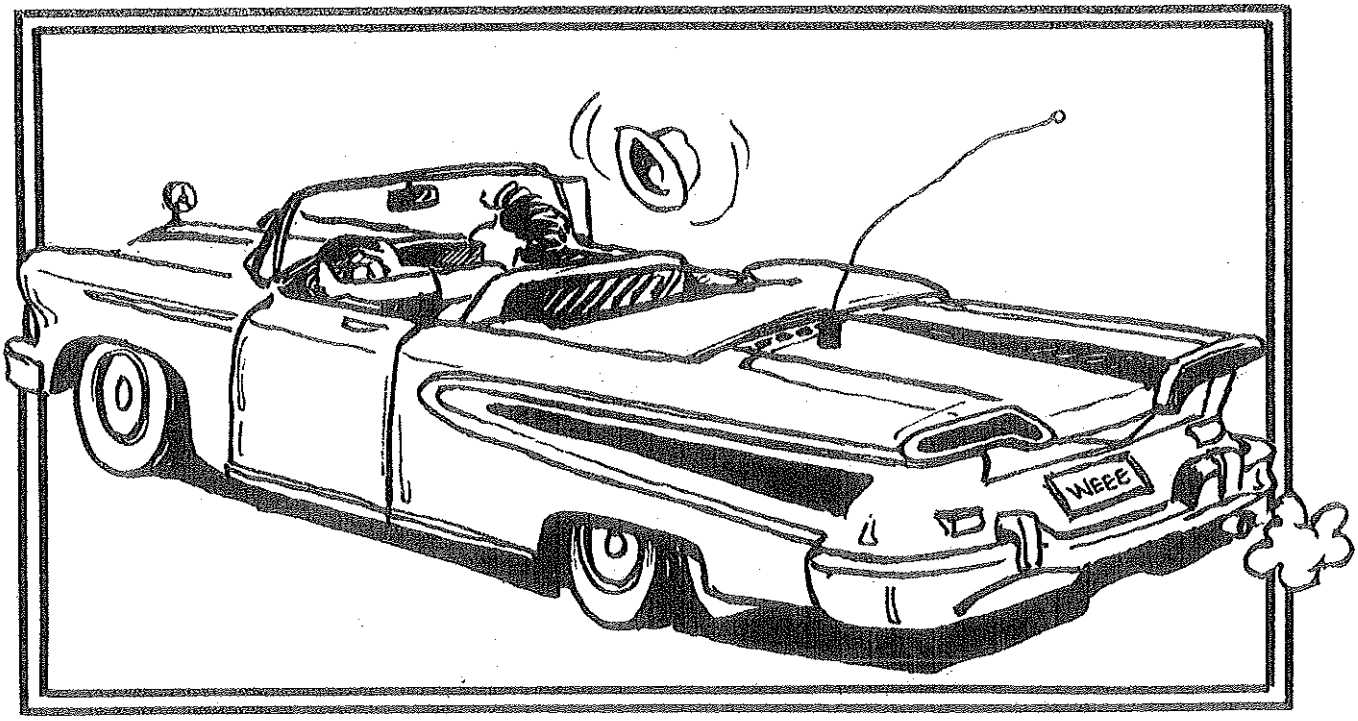
Where he or she went: _____

How he or she changed: _____

Endless Sentence: Stretch It

A run-on sentence contains more than one sentence in which somebody forgot to use a punctuation mark in the proper place! But the endless sentence in this activity is madness, with no regard to proper punctuation! The idea here is to start out small and continue to stretch the sentence by adding as many nouns, adjectives, verbs, and adverbs as you can find in your head. Keep it going around the room. Start your motors and begin briefly.

Example:
The car
The yellow car
The flashy yellow car
The flashy yellow car sped
The flashy yellow car sped wildly
The flashy yellow car sped wildly away
The horribly flashy yellow car sped wildly away and streaked crazily
The horribly, nauseating, flashy yellow car sped wildly away and streaked crazily with screeching brakes down a . . .



Think: How did the car look?
Think: What did it do?
Think: Where did it go?

Add mud guards, polka dots, a spare tire, a hood ornament, lace curtains, a tall aerial, a propellor.

Trading Cards

Many students love to collect and trade cards of players in such sports as basketball, football, hockey, soccer, and of course baseball.

This book-sharing strategy capitalizes on students' enthusiasm for card collecting while it helps them choose information for categorizing, create easy-to-read charts, write succinct descriptions, and draw pictures.

Books for Modeling

Fastest Woman on Earth by Alida Thacher (Raintree Publishers, 1980)
Jackie Robinson and the Breaking of the Color Barrier by Russell Shorto (The Millbrook Press, 1991)
Jennifer Capriati by Mikki Morrissette (Little, Brown & Co., 1991)
Joe Montana: Comeback Quarterback by Thomas R. Raber (Lerner Publications Co., 1989)
Mary Lou Retton by Hal Lundgren (Children's Press, 1985)
100 Greatest Basketball Players by Wayne Patterson and Lisa Fisher (Crescent Books, 1989)

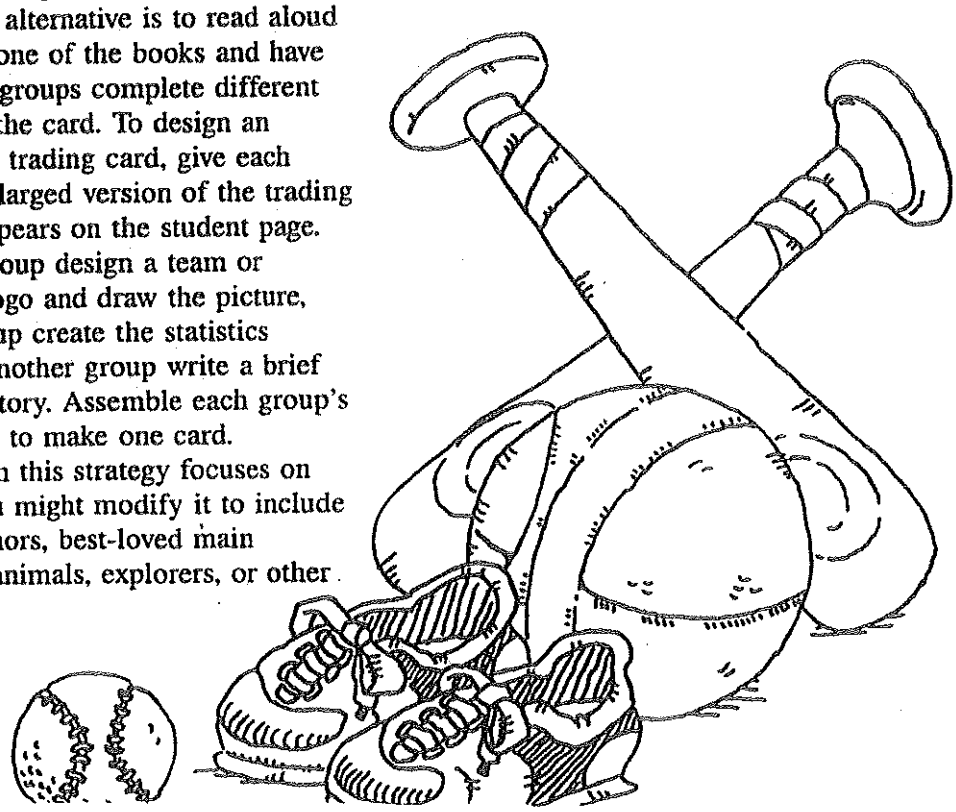
Group Sharing Session

Give each student a commercially made trading card, and together identify the kinds of information most cards contain: photo, team logo, brief personal history, and the player's individual statistics.

Next, read aloud portions of one of the books listed above. As a group, plan and sketch an oversized trading card on an overhead transparency or a large piece of butcher paper. (If the information is not available in the text, have students either guess or use a sports encyclopedia to complete the statistics.)

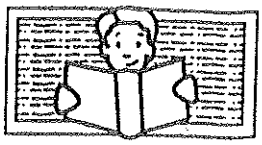
Another alternative is to read aloud portions of one of the books and have cooperative groups complete different portions of the card. To design an 8-1/2" × 11" trading card, give each group an enlarged version of the trading card that appears on the student page. Have one group design a team or individual logo and draw the picture, another group create the statistics chart, and another group write a brief personal history. Assemble each group's contribution to make one card.

Although this strategy focuses on athletes, you might modify it to include favorite authors, best-loved main characters, animals, explorers, or other categories.



Name _____

Trading Cards



Use the pattern below to create a trading card. When you are done, cut the card out, fold it in half, and glue or tape the edges together.

Book title _____ **Author** _____

Back

Personal history: _____

_____

Statistics:

This card belongs to:

_____

Front

_____

Paste picture here

Paste logo here

Player's name

Tape or glue edges

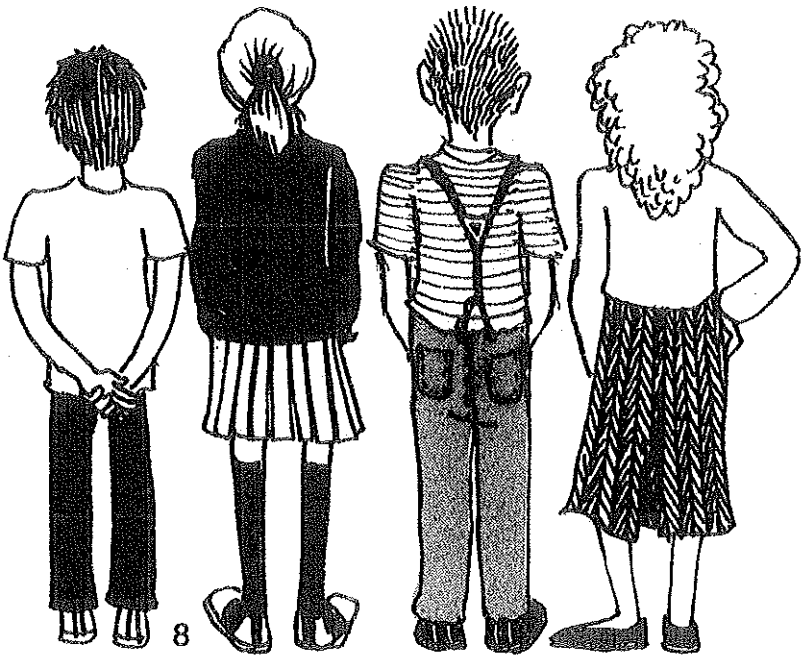
Fold here

Backwards: Sdrawkcab Language

When in Sdrawkcab, do as the Sdrawkcab do!

1. My name is Kram Retrac.
2. I was born in the month of Rebotco.
3. My seye are eulb.
4. I am neetriht years dlo and evif toof llat.
5. I attend Drof Loohcs and my teacher's name is Rm. Trebla Namssork.
6. I live on Elpam Eva, in the ytic of Tiorted in Acirema.
7. My best dneirf is named Kire Yalcrab.
8. The trops I enjoy most is flog.
9. My favorite sdoof are nrocpop and azzip.
10. The funniest gnos I ever heard is "Eeknay Eldood Ydnad."
11. I like to wear eulb snaej.
12. My favorite subject in loohcs is laicos seiduts.
13. I like to daer. A great koob is *Rebbulb*.

When you have translated this form, make out a similar form with your personal information. Include any additional information which might be important in Sdrawkcab. Be careful! Your form will be read by srehcaet. Show them you can lleps in their language.



Copyright © 1989, Good Apple, Inc.

Acrostic: Say It Vertically and Horizontally

An acrostic is a series of words (sometimes of equal length) arranged so that the whole piece can be read vertically or horizontally. It may be a puzzle, a poem, or a statement. In this acrostic the title of the topic is printed vertically letter by letter. Each letter is used to begin a phrase or sentence which describes the topic.

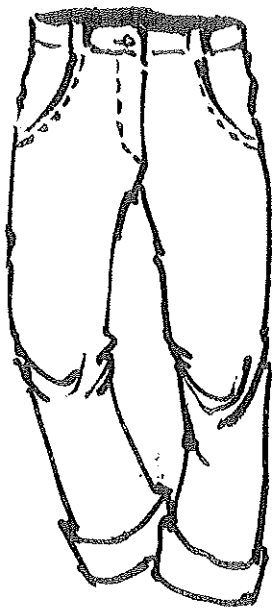
1. Think of a topic that will make a good title. Short titles work best: pizza, fishing, musician, race car, sweethearts, baby sister, parents, football, collision, hockey, fashion, roller coaster.
2. Write the title of your acrostic across your paper.
3. Take every letter from your title and write it vertically on your paper. If you are using more than one word, skip a line between words.
4. Now you must describe your topic. This is the hard part so take your time. Your phrase or sentence must begin with the letter you have placed on the side. On a separate piece of paper, write as many colorful sentences or phrases as you can think of that tell something about your subject.

Example:

HOMEWORK

Hours of sweating
Over books and papers
Making every effort to understand
Everything that's assigned.
Wondering if I can stay awake
Overnight to finish the job.
Relieved to close the books—
Knowledge is a dangerous thing!

Try this:



BLUE JEANS

B _____

L _____

U _____

E _____

J _____

E _____

A _____

N _____

S _____

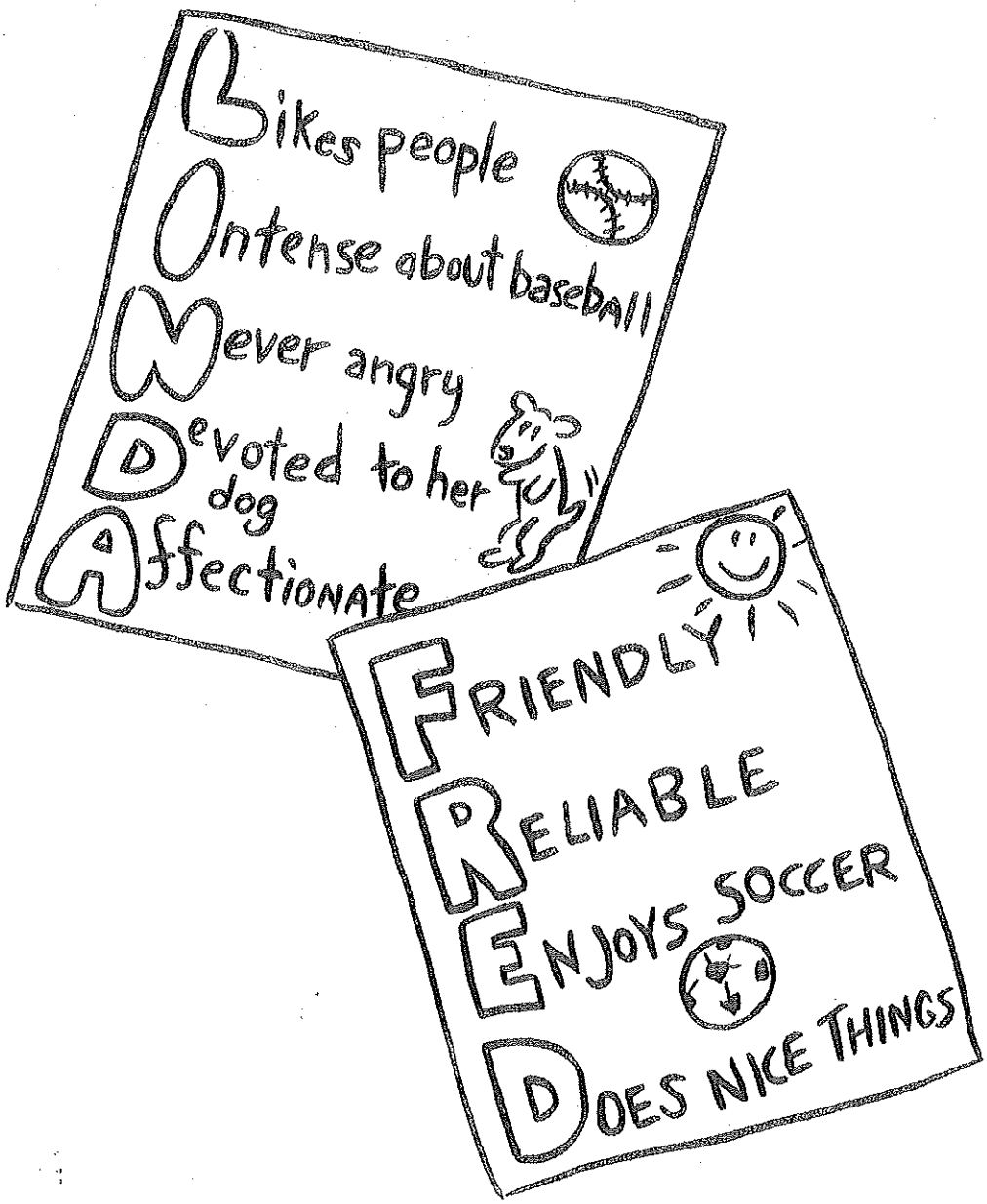
Read yours aloud to the class!

Copyright © 1989, Good Apple, Inc.

Name _____ Date _____

What's in a Name?

Directions Write your name vertically down the left side of a large sheet of paper. Think of things that are special to you. Also think of things that you do well or that you like. Use each letter in your name to write a word or phrase that best describes you as a special, unique person. Decorate your poster with things that you like. Make it bright and cheerful.



Bonus Make a name poster for a friend or family member.

Name _____ Date _____

Write a Limerick

Directions A limerick is a form of poetry that is usually funny. Limericks have five lines. Lines one, two, and five of the poem rhyme. Lines three and four also rhyme. Limericks are fun to read aloud because they have a rhythm—lines one, two, and five have three stressed syllables, and lines three and four have two. Read the limerick below and stress each syllable that has an accent.

There ónce was a mán named Jóe

Who wánted to áct in a shów.

He tried for a párt,

He lóved with his héart,

But he fróze when they tóld him to gó.

Now, try to write a limerick of your own.

_____

_____

_____

_____

_____

Bonus Draw a picture to go with your limerick.

Cloze Poems

This writing activity will require selecting a poem, then writing it out but you omit some of the poet's words and leave a blank space. The students then complete the line with their own words.

Somebody Has To

-Shel Silverstein

Somebody has to go polish the _____,

They're looking a little bit _____.

Somebody has to go _____ *the* _____,

For the _____, *and* _____ *and gulls*

Have all been _____ *they're tarnished and* _____,

They say they want _____ *ones we cannot* _____.

So please get your _____

And your _____*jars,*

Somebody has to go _____ *the* _____.

Then show the students the original complete poem and have them compare the two poems.

Somebody Has To

-Shel Silverstein

Somebody has to go polish the <u>*stars*</u>,

They're looking a little bit <u>*dull*</u>.

Somebody has to go <u>*polish*</u> *the* <u>*stars*</u>,

For the <u>*eagles*</u>, *and* <u>*starlings*</u> *and gulls*

Have all been <u>*complaining*</u> *they're tarnished and* <u>*dull*</u>,

They say they want <u>*new*</u> *ones we cannot* <u>*afford*</u>.

So please get your <u>*rags*</u>

And your <u>*polishing*</u> *jars,*

Somebody has to go <u>*polish*</u> *the* <u>*stars*</u>.

My House: Free Verse Frame

This is the house
where I live.
This is where

_____

_____

_____

This is where

_____

_____

_____.

This is where

_____

_____

_____.

*And you can hear*_____
*And see*_____
*And feel*_____

And somebody cares.

Diamante: Formula Poem

The poem you write will be diamond shapes. Follow this formula for the Diamante.

Line 1: *one word, the subject of the poem*
Line 2: *two words, adjectives that describe the subject*
Line 3: *three words, participles (-ed,-ing words)*
Line 4: *four words that relate to the subject in Line 1*
Line 5: *three words, participles*
Line 6: *two words, adjectives*
Line 7: *one word, the opposite of the subject in Line 1*

Example:

Notice the poem changes tone at line 5.

Life
Happy, secure
Dreaming, talking, planning
Husband, wife, children, home
Listening, frustrating, incapacitated
Angry, sad
Death

Mulitple Choice Poem: Formula

- *From each set of choices within the parentheses, select the word or phrase that you like best.*
- *After you have made your selections, copy out the poem.*
- *Provide an original title.*

Line 1: (Bounding, Leaping, Hurdling,) (like water from a fountain, like her own heart, like a summer wind, like a forest creature)

Line 2: (A child, The innocent thief, An escaped sprite, A caged lion)

Line 3: (Spreads dragonfly wings and sings, Carries the original Grecian torch, Races wild with free flowers, Chases,)

Line 4: (The prizes of youthful hours, Homeward to her Olympian torch, In the air, Heaven held in earthly things)

Exercise 8

Hundreds of Ways to See the World Through Haiku

Script: A brief poem of seventeen syllables. Formal Japanese haiku does not rhyme. It has three lines of five, seven, and five syllables.

In constructing columns of haiku lines, we can form hundreds upon hundreds of sensory-oriented poems. In this exercise alone there will be 719 choices. Add the correct syllabic count of haiku lines to the blanks in order to create 719 choices.

Example: (1-3-2)
Wild cherry blossom,
What made you fall silently
In the dark meadow?

Example: (10-3-8)
Shy little songbird,
What made you fall silently
At this hour in time?

Example: (6-1-10)
Silent Butterfly,
Where is your bright color now
In the twilight hours?

Hundreds of Ways to See the World Through Haiku

by _____

First lines (5 syllables only)

1. Wild cherry blossom
2. Bright chrysanthemum
3. Crimson maple leaf
4. Melodic starlight
5. _____
6. Silent butterfly
7. _____
8. Small lonely cricket
9. _____
10. Shy little songbird

Second lines (7 syllables only)

1. Where is your bright color now
2. Where will you be tomorrow
3. What made you fall silently
4. Next to this old traveled path
5. Awakens bright memories
6. _____
7. A softly shining poem
8. _____
9. Serenade us with your song
10. _____

Third lines (5 syllables only)

1. In the morning air
2. In the dark meadow
3. In the valley stream
4. _____
5. On this autumn day
6. On this dreary day
7. _____
8. At this hour in time
9. _____
10. In the twilight hours

My Favorite haiku is:

Some additional suggestions:

1. *Take copies of poems and remove the titles. Have students create a title for the poem after they have read it. Then have them write out the reasons they have for choosing that title.*

2. *Shape poems are always successful.*

3. *In the poetry anthology the student writes, have them find a published poem. Then they select someone that they will dedicate the poem to. In the dedication, they must state why this poem suits the person to whom it is dedicated.*

4. *Figures of Speech: The newspaper headlines provide great examples of figures of speech. Use one poster page for each figure of speech. Then have students cut examples of these from the paper and glue the example on to the CORRECT poster.*

5. *A suggestion for a poem is....*

   I was late for school because....
   I didn't hand in my homework because.....
   The last line is
   And that's the truth. Honest.

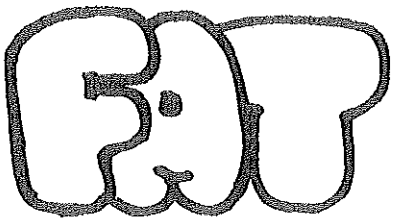
6. *Top Ten Chart*

7. *Another model poem:*

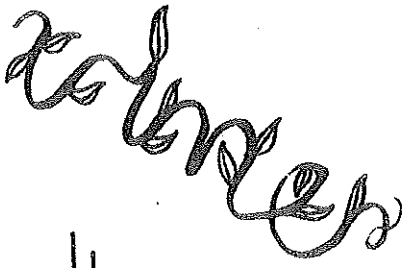
Concrete Images

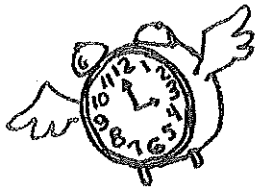
If you think about it, you know that there are certain words and sayings in our language which easily suggest pictures in our minds. Explore some of these words and sayings with your own illustrations. At the bottom of your illustrations write the words, phrases or popular sayings your concrete images represent. It is easy for a reader to put the two together. For example:

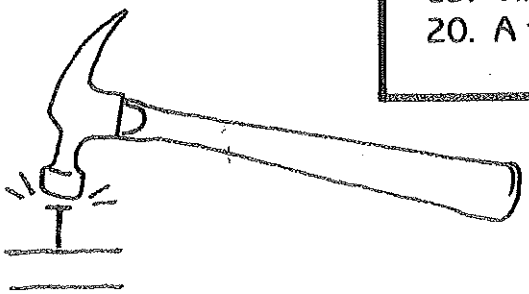
Look at these and use them to get started. Draw the word to make it suggest the meaning. Make as many choices as you can interpret. Try it with the whole class first. Draw a selection of concrete images on the chalkboard.



1. A hamburger to go
2. Time flies
3. Money to burn
4. Shaky
5. Steps
6. Drop
7. Fat
8. Skinny
9. Raining cats and dogs
10. You hit the nail on the head
11. I'm in heaven
12. Mirror, mirror on the wall
13. The walls have ears
14. Go fly a kite
15. He's a knuckle head
16. I could eat a horse
17. You drive me up the wall
18. Buzz off
19. Vine
20. A frog in my throat







You think of some!

Idioms

Idioms are common expressions which we all use, and we all understand (more or less), but when translated literally they don't make a whole lot of sense! When you say, "I'm up a tree!" it doesn't have anything to do with your position in a tree. Instead it means that you have reached an impasse; that you are in a bad spot with no place to go; you're stumped, (pun) or puzzled, or you have no solution to a problem.

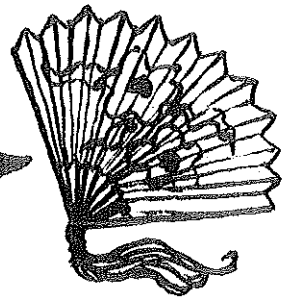
Because idioms are so much a part of our informal language and are figurative expressions, they are very difficult for the nonnative English speaker to understand. Idiomatic expressions are unique to geographical regions and areas. Northern and Southern United States' idioms are different from each other as are those found in Western and Eastern United States.

When we say to someone, "Go jump in the lake," we mean "Take a walk," which means "Buzz off," which means "Beat it," which means "Get out of my face," which means "Get lost," which means "I'm fed up with you," which means "Go peddle your fish," which means "You're buggin' me," which means "Don't push your luck" . . . ! Is language great or is it great?

Another problem with idioms is not only that they are regional and ethnic, but they are forever changing, are faddish and may be incomprehensible to many people after a few years. Ask someone old enough to be your great grandparent to explain "23 Skidoo." But if certain idioms hang around long enough, some of them may become proverbs—"It isn't whether you win or lose, it's the way you play the game" or "A miss is as good as a mile."

We all use idioms in our speech every day of our lives, but we are generally not aware of them. Consider the following idioms. What do they mean? Start an idiom collection and every time you hear one, write it down on a specially prepared *Idiom Graffiti Post* in class. Listen to your teachers' idiomatic expressions as well.

Idiom Samples

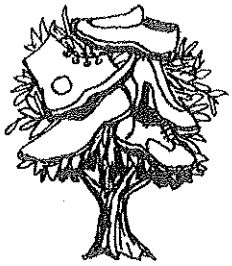


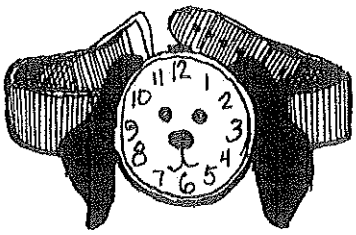
1. He has a chip on his shoulder.
2. Turn over a new leaf.
3. A fine kettle of fish.
4. He's off his rocker.
5. You took the words right out of my mouth.
6. Head honcho.
7. Like it or lump it.
8. A pain in the neck.
9. What a bummer.
10. Bag it.
11. Let it all hang out.
12. Cool it.
13. Flipped her lid.
14. Blew his stack.
15. Read the riot act.
16. Don't wear your heart on your sleeve.
17. It caught my eye.
18. This is a vicious circle, a wild goose chase.
19. I'm walking on eggs.
20. It's the straw that broke the camel's back.

Literal Word Pictures: Time Flies

There are many expressions we use daily in the English language that we understand quite clearly. However, many of these terms would be quite ridiculous if we gave them a literal translation and drew pictures of the objects suggested by the words. Draw a literal picture of each of the following:

Time flies	A skyscraper	Boxer shorts
A cowboy	A baby-sitter	An egg timer
A football	Eyeglasses	A punch bowl
A watchdog	A swimming suit	A firecracker
A rock concert	A headlight	Raining cats and dogs
A shoe tree	An eggplant	A hot dog to go





Now it's your turn. What expressions can you think of that would translate into very strange pictures?

Love, Live, Five, Jive: Word Exchange

Look at the title. Is there something going on in the choice of the four words, "Love, Live, Five, Jive"? If you haven't already guessed, we started out with the word *love*—changed one letter in the word and it became *live*—changed one letter and it became *five*—changed one letter and it became *jive*.

For the most possibilities in this game, use a word that has four letters; change one letter at a time and turn it into another word each time. The biggest challenge, however, is to write a sentence with each new word italicized and try to make a fairly sensible story by connecting those sentences. Try words such as *sold, sale, lend, heat, bump.*

For example: Start with *land.*

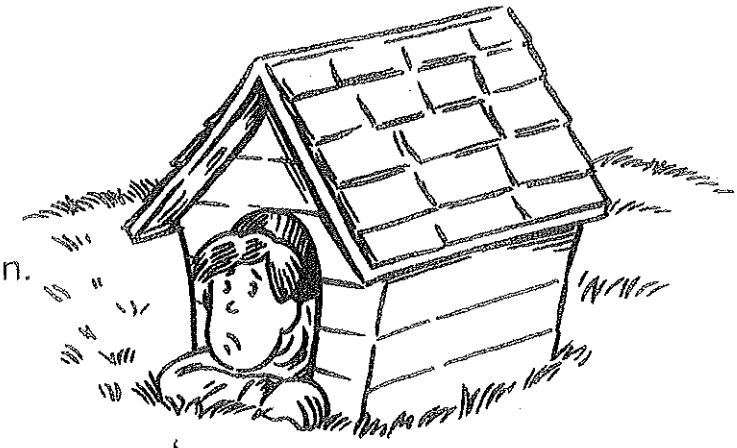
1. I was on the farmer's *land*
2. walking across the steaming *sand*
3. when I found a hideous *hand*
4. wrapped in an old black *band.*
5. It was desperately clutching a *wand*
6. that bent to and fro in the hot *wind.*
7. But I couldn't *find*
8. the *kind* of person
9. with such a twisted *mind*
10. to perform such a stunt in a *bind.*

Name _____ Date _____

Fun with Idioms

Directions An idiom is a phrase or saying that has a different meaning (figurative) than what the actual words mean (literal). For example: *"He's in the doghouse"* literally means that someone or something is actually in a real house made for a dog. But, what we really mean, or the figurative meaning, is that someone's in trouble for doing something wrong.

Choose an idiom from the list below and draw and color a picture of its literal meaning and figurative meaning.



1. He was shaking in his boots.
2. He lost his marbles.
3. He has a splitting headache.
4. He almost jumped out of his skin.
5. You're driving me up the wall.
6. Don't cry over spilled milk.
7. It's raining cats and dogs.
8. She's a pain in the neck.
9. There is a fork in the road.
10. We see eye to eye.
11. She was walking on air.
12. Hold your horses!
13. She blew the test.
14. He is full of beans.
15. Lend me a hand.
16. Cat's got your tongue.
17. It's on the tip of my tongue.
18. Straight from the horse's mouth.
19. Two heads are better than one.
20. She has a green thumb.

Bonus Can you think of any other idioms? Draw and label another picture. Try one more!

© Carson-Dellosa

Lazy Letters

A lazy letter uses a multiple choice format with ridiculous options. These letters are sold at tourist shops. The following exercises are taken from ***Bringing It All Together*** *by Terry Johnson and Daphne Louis.*

The authors asked a Grade 5 class to imagine that Snow White is writing to her father to tell him about the adventures she's had since she was abducted on the orders of the Wicked Queen.

The students can work in groups to create their own lazy letters for a story or novel. These letters are then given to another group to complete.

Dear Father,

I have

- ☐ *been eaten by a frog.*
- ☐ *become a truck driver.*
- ☐ *married a prince.*

When the huntsman took me away I

- ☐ *went scuba diving.*
- ☐ *became lost in the woods.*
- ☐ *set fire to your castle.*

I finally found

- ☐ *the cottage of the seven dwarfs.*
- ☐ *a motel.*
- ☐ *the home of the big bad wolf.*

I lived with the

- ☐ *big bad wolf*
- ☐ *dwarfs*
- ☐ *trucker*

but the wicked queen

- ☐ *tried to kill me.*
- ☐ *ran off with the seven dwarfs.*
- ☐ *made me marry a frog.*

I bit into a

- ☐ *frog*
- ☐ *poison apple*
- ☐ *medium-sized pizza*

and fell into a

- ☐ *deep sleep*
- ☐ *pond.*
- ☐ *hole in the road..*

The seven dwarfs thought I was

- ☐ *dead.*
- ☐ *faking.*
- ☐ *a poor sport.*

Fortunately a

- ☐ *frog*
- ☐ *prince*
- ☐ *trucker*

kissed me and I

- ☐ *woke*
- ☐ *threw*
- ☐ *slipped*

up.

Your loving daughter,

Snow White

Business Cards

A business card is a concise form of advertising that contains essential information.

A business card contains the following information:

- ☞ *the person's name and position*
- ☞ *company or organisation he/she works for*
- ☞ *address and phone number of the company or organisation*
- ☞ *the company's or organisation's logo*
- ☞ *the company's or organisation's slogan*
- ☞ *a saying that appeals to reader's sense of trusting this person*

Assignment:

Create a business card for one of the characters in _____.

(Title of story or novel)

Remember to include all the relevant information in and requirements of a business card.

Did you learn how a character solved a problem in the story? Could you use this solution to solve a similar problem you might have?

Have you ever felt like one of the characters in the story?

Explain

If the characters in the story were sitting next to you, what would you like to ask them?

Did the setting of the story remind you of a place you have been?

Explain

Does this book remind you of another book that you have read? Which one?

Was there any part of this book that puzzled or confused you?

Did the author give you clues in the story to help you figure out what was going to happen?

Explain

Alphaboxes

The Book _____

The Reader(s) _____

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

Source for template: Hoyt, Linda. 1999. *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension.* Heinemann: Portsmouth, NH.

Alpha box:

Choose two words that you feel are most important to this unit of study.

Word 1	Word 2

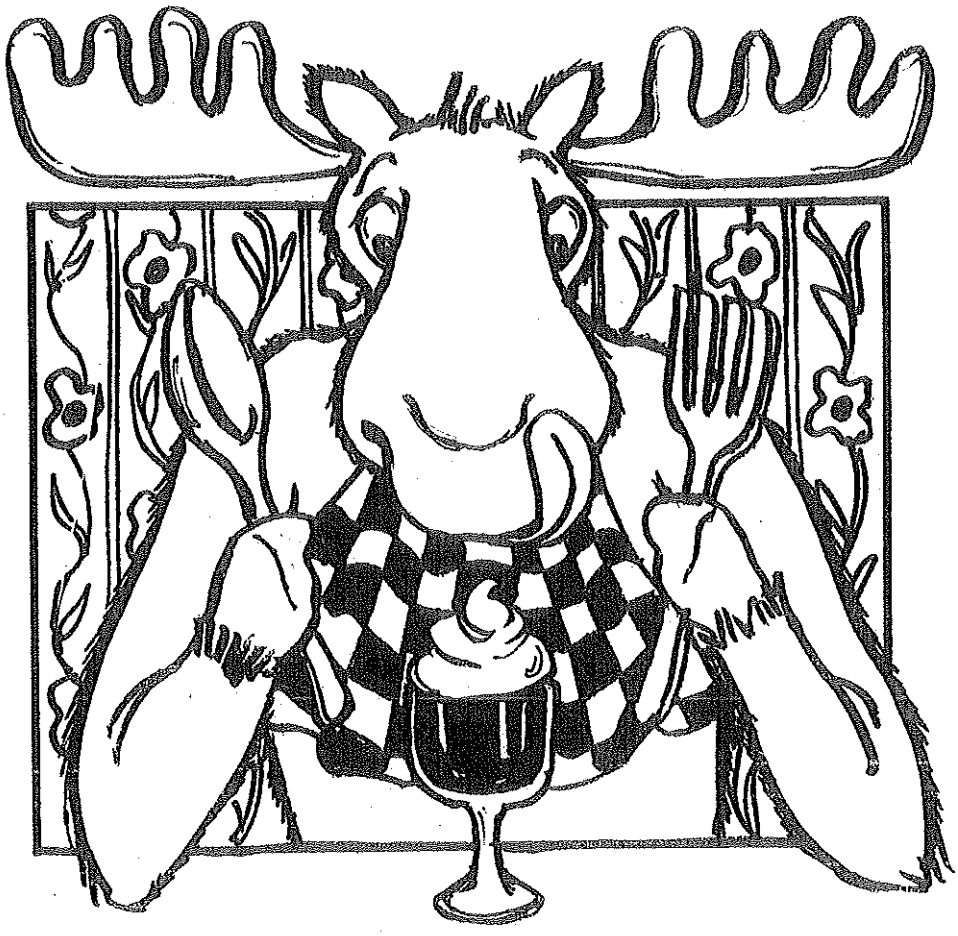
I chose these words because:

Homophones: Here Hear!

Homophones can cause a lot of trouble! These are words that sound the same but have a different meaning and a different spelling: Mary, merry; marry; pair, pare, pear; pale, pail; mousse, moose. To use homophones correctly, you must use context clues. The sentence tells you which choice to make. Do you eat a stake or a steak? Do the brakes or the breaks stop your car? Do you wear shoes on your feet or feat? With the class, brainstorm as many sets of homophones as you can think of.

Make up a sentence or more which uses the sets of homophones together in a phrase or a sentence which can be illustrated.

1. Mary is feeling merry because she is going to marry her high school sweetheart! Illustrate your statement.
2. I served the moose some chocolate mousse for his dessert.
3. The board was bored with the conversation.
4. Who beat the beet so terribly?
5. Can you believe the horse is hoarse?
6. The queen who reigns my country hates it when it rains.
7. Great, grate
8. Seams, seems
9. Knight, night
10. Feat, feet
11. Not, knot
12. Herd, heard
13. Bare, bear
14. Flour, flower
15. Stair, stare
16. Made, maid
17. Fair, fare
18. New, knew
19. Bow, bough
20. Waist, waste
21. Weather, whether
22. Stake, steak
23. Would, wood
24. Blew, blue
25. Air, heir



If you think you can stand it, write a narrative paragraph in which all the wrong homophones are used!

Copyright © 1989, Good Apple, Inc.

Learning Logs

Learning logs can be used as either a during or post reading strategy. They are also effective to use to break up your lecture. Stop and have students respond in writing to something you might otherwise ask them orally. This involves everyone; whereas, asking a general question such as, "What is your reaction to _____?" only involves the few who actually answer. As a during reading strategy, this encourages active reading as well as metacognition by the students.

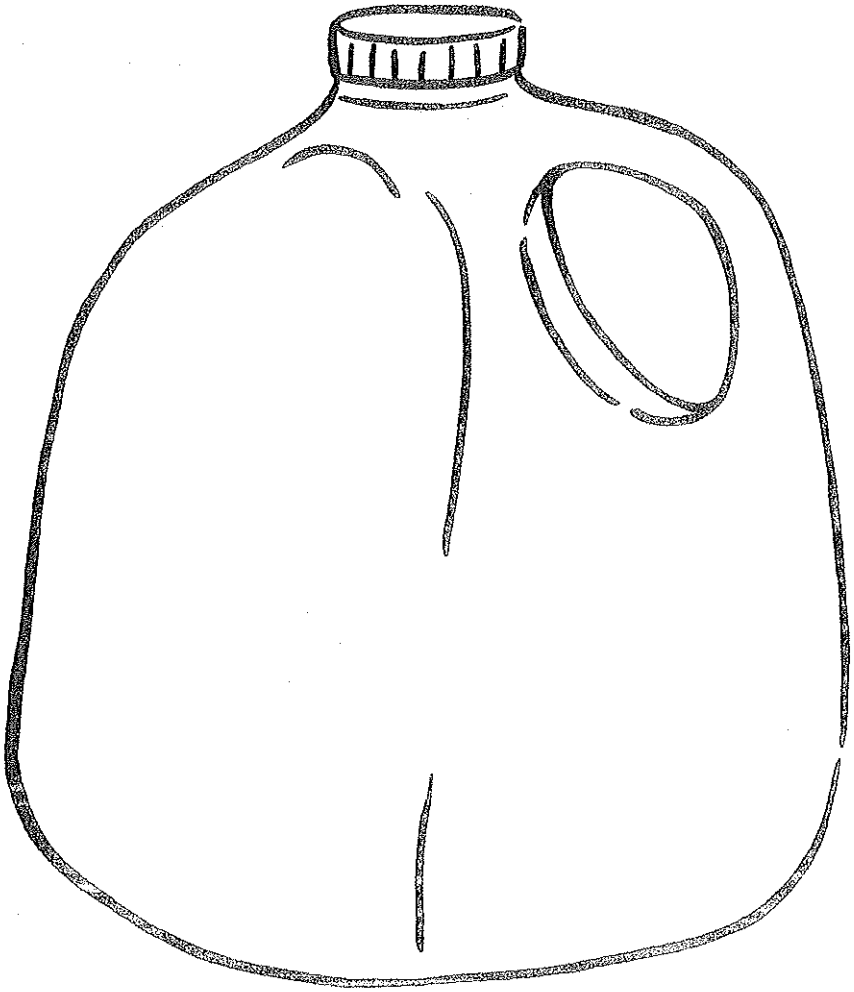
Read_____, and in your learning log write: (teacher chooses one from below).

1. any passage or item that puzzles you
2. any items that intrigue you
3. three things you agree (disagree) with
4. how it makes you feel
5. what you think will happen next
6. three new concepts and your definition of them
7. how this reading relates to your life
8. two things this reading has in common with _____
9. what you think the author was like.
10. why you think _____acted like (he/she) did
11. what you think it would be like to live in (setting)
12. a summary of this (chapter, section, book)
13. your reaction to_____
14. three things you would like the class to discuss
15. a cause-effect flowchart
16. how you can use this knowledge in your own life
17. something the reading reminds you of.
18. what you think it means, and why you think that
19. what you would do if you were _____
20. Why _____is important?

Name _____ Date _____

Time in a Bottle

Directions Pretend that you have been asked to gather items to bury in a bottle as a time capsule on school grounds. You are to select ten items that best represent your school population and significant occurrences during the last five years. Think about the last five years and important school, local, and national events that occurred during this time period. You may need to complete research to collect this data. Now, make a list of items you would like to bury in a time capsule or bottle. From your list, select the top ten choices. Remember: They must fit in a bottle no bigger than a gallon milk jug. Draw the ten items you have selected in the bottle below.

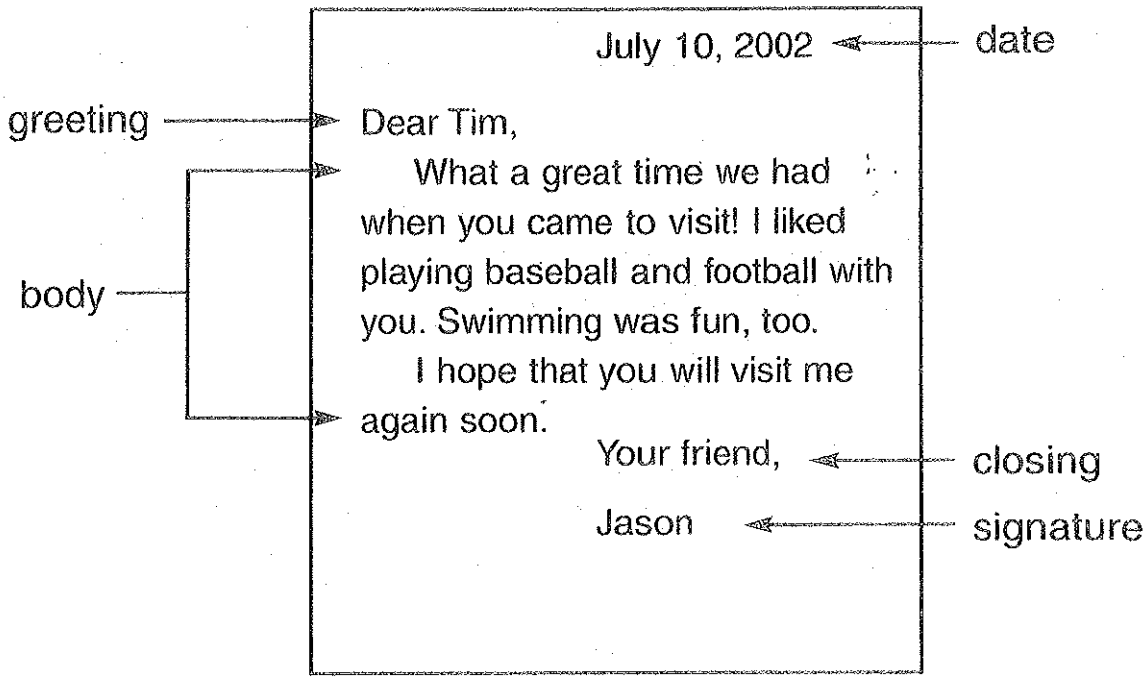


Bonus Explain why you selected each item.

© Carson-Dellosa

Friendly Letters

Review the five parts of a friendly letter below.



Write a letter to your friend. Talk about things you like to do together.

_____ (date)

_____ (greeting)

_____

_____

_____

_____

_____

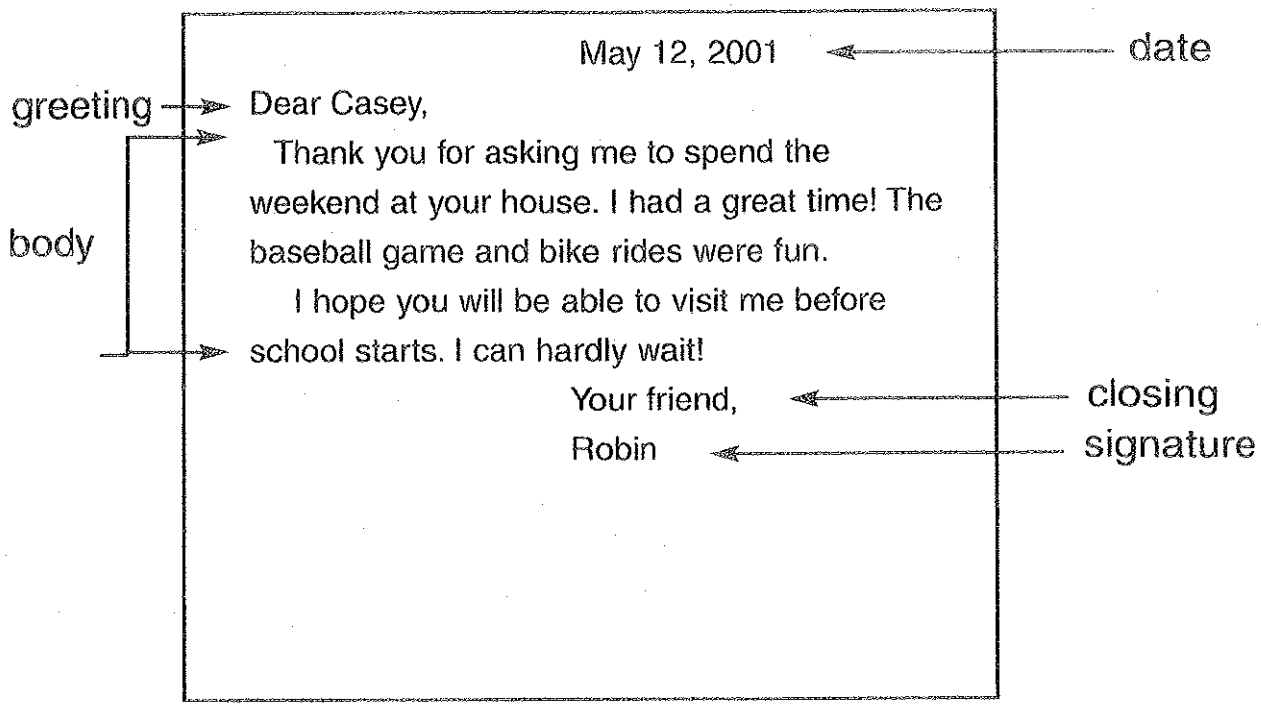
_____ (body)

_____ (closing)

_____ (signature)

Friendly Letters

Review the five parts of a friendly letter below.



Answer Robin's letter. Talk about things you enjoyed during her visit.

_____ (date)

_____ (greeting)

_____

_____

_____

_____ (body)

_____

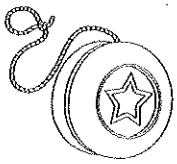
_____

_____ (closing)

_____ (signature)

Invitations

Read the invitation and answer the questions.



Grand Opening!

Given by: Bob's Toy Store

Time: 10:00 a.m.

Date: June 14

Place: 856 Main Street

Why was the invitation sent?

_____

Who is having the grand opening?

_____

When will you go?

_____

Where will you go?

_____

Write an invitation to the opening of a new park called Play Land. List the important information. Write the information on the invitation.

Why will the invitation be sent?

_____

Who is giving the opening?

_____

When is the opening?

_____

Where is the opening?

_____

You're Invited!

Come to: _____

Given by: _____

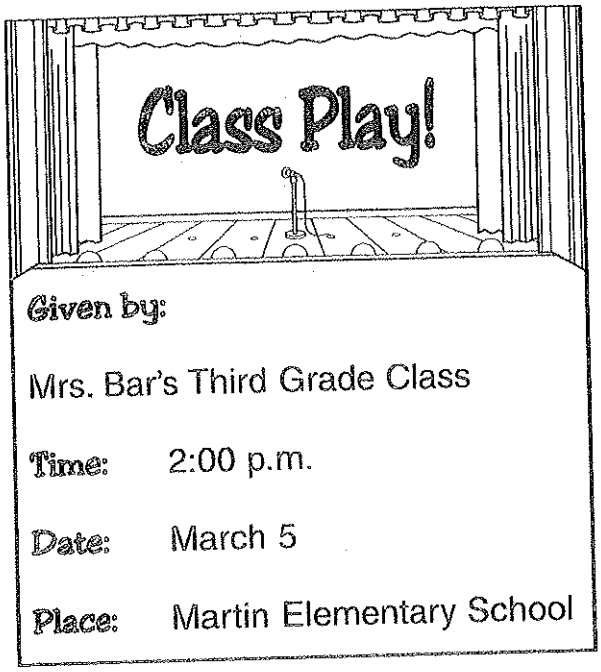
Time: _____

Date: _____

Place: _____

Invitations

Read the invitation and answer the questions.



Why was the invitation sent?

_____

Who is giving the play?

_____

When will you go?

_____

Where will you go?

_____

Write an invitation to a parents' meeting at school. List the important information. Write the information on the invitation.

Why will the invitation be sent?

_____

Who is giving the meeting?

_____

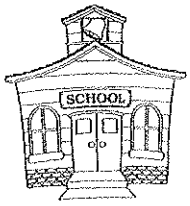
When is the meeting?

_____

Where is the meeting?

_____

You're Invited!



Come To: _____

Given by: _____

Time: _____

Date: _____

Place: _____

© Carson-Dellosa CD-3632

Invitations

Read the invitation and answer the questions.

Pet Show!

Given by: City Pet Shelter

Time: 9:00 a.m.

Date: May 9

Place: 127 Kitten Street

Why was the invitation sent?

_____

Who is giving the pet show?

_____

When will you go?

_____

Where will you go?

_____

Write an invitation to a school fair. List the important information. Write the information on the invitation.

Why will the invitation be sent?

_____

Who is giving the fair?

_____

When is the fair?

_____

Where is the fair?

_____

Come to: _____

Given by: _____

Time: _____

Date: _____

Place: _____

Invitations

Read the invitation and answer the questions.

Dinner Party!

Given by: Anne Winters

Time: 7:00 p.m.

Date: November 27

Place: 608 Lake Drive

Why was the invitation sent?

_____

Who is giving the dinner party?

_____

When will you go?

_____

Where will you go?

_____

_____

Write an invitation to a skating party. List the important information. Write the information on the invitation.

Why will the invitation be sent?

_____

Who is giving the party?

_____

When is the party?

_____

Where is the party?

_____

You're Invited!

Come to: _____

Given by: _____

Time: _____

Date: _____

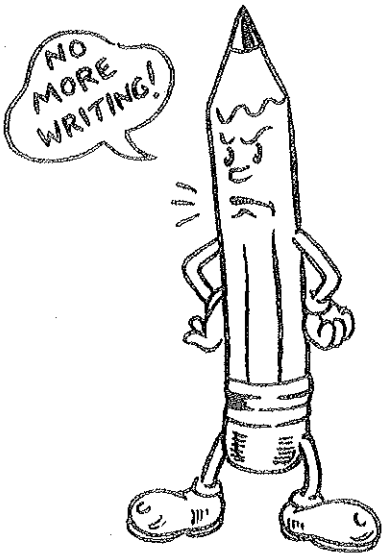
Place: _____

© Carson-Dellosa CD-3632

Name _____ Date _____

Personification Personified

Directions Personification is a writing technique that authors use when they give inanimate objects the ability to talk. What if the objects that you use in school had the ability to talk for one day? What would they say about you, your school, your classmates, and their own responsibilities and circumstances? First, describe each object's character traits. Then, give each a voice. For example, your pencil might be a little grumpy because of all the writing it must accomplish in English class. It might not appreciate the pencil sharpener and complain bitterly. It might have opinions about what you are making it write. Give it a try. Personify the following items and see what they have to say: a pen, your left shoe, your wristwatch, your writing journal, your binder, your locker, your desk.



© Carson-Dellosa

Name _____ Date _____

Write a Myth

Directions The people of ancient Greece made up stories to explain the unknown, such as why the sun rises and why the weather changes. These stories are called myths. These myths told of gods and goddesses who ruled the earth with extraordinary powers. Read the example of a myth below, then write your own. Think of the forces of nature (hurricanes, tidal waves, lightning, tornadoes, rainstorms, sunrise, sunset, etc.). Choose a force of nature to explain with a myth and follow the graphic organizer below to help write your myth.

Example: Persephone, the daughter of Demeter, the goddess of agriculture, is kidnapped by Pluto, the god of the underworld. Persephone is allowed to return to her family for half of every year. For the half of the year that she is in the underworld, Demeter is very sad and therefore will not allow anything to grow on the earth until her daughter is returned to her. This explains fall and winter. When Persephone returns to her family during spring and summer, Demeter is happy and allows plants to bloom and grow again.

What force of nature will you explain?	
Who are your characters?	
What is the plot?	
What are the problems in your story?	
How does your story end?	
How is the force of nature explained?	

© Carson-Dellosa

Name _____ Date _____

Talk to the Author

Directions Wouldn't it be great to tell your favorite author what you think of his or her last book? Write a letter to that author. Address each prompt below to create the body of your letter. Go on-line or visit the library to get the author's mailing address and send him or her your letter. Who knows? You might just get a response!

1. I like/dislike your story because ...
2. I like/dislike the main character because ...
3. I like/dislike the sequence of events because ...
4. The setting is important because ...
5. The character I like the most is ... because ...
6. The character most like myself is ... because ...
7. I wish you had ...
8. I don't understand why ...
9. I find the book too easy/hard to read because ...
10. The story reminds me of ...
11. The story is interesting/boring because ...
12. The strongest part of the story is ...
13. The weakest part of the story is ...
14. I think the purpose of this book was ...
15. The most amazing thing I learned was ...
16. I found the vocabulary in the book to be ...
17. If I could write a different ending, I would ...
18. A good sequel for this book would be ...
19. If I were you, the next book I would write would be about ...
20. The final question I have is ...

Bonus Pretend you are the author and received the letter you just wrote. How would you respond? Write a letter responding to your original letter.

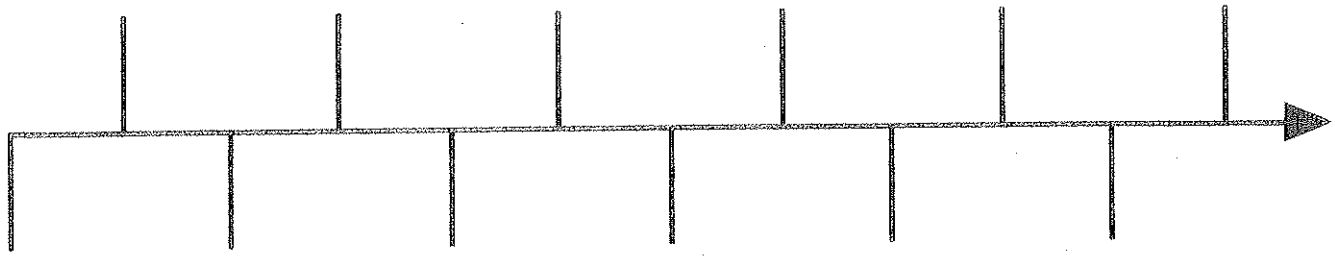
© Carson-Dellosa

Name _____ Date _____

All about Me

Directions An autobiography is a story that a person writes about his or her own life. You will create your own time-line autobiography.

- Think about the major events in your life (birth, first words, first day of school, etc.).
- Fill in the time line below with these events and corresponding dates.
- Use a piece of large white construction paper to create your final time line.
- Select small coins (if available) with dates that match the major events marked on your time line. You do not need one for each event.
- Glue the coins where they belong on the time line.
- Write a sentence or two describing each event.
- Draw or bring in pictures for each event to display on the time line.
- Decorate your time line with things you love.
- You may add more lines as you need them.



My
Birth

You can make extra lines on your time line and add more paper to it as each new major event happens to you. You can hang your time-line autobiography in your room until high school graduation!

© Carson-Dellosa CD-0063

Teacher Note: Provide large white construction paper and, if possible, small coins.

Pizza Box Autobiography

1. *Have students decorate an empty pizza box. This pizza box becomes their container of life's accomplishments.*

2. *On the cover of the pizza box, they must have their name on it. If they choose, they can also put pictures of themselves.*

3. *In the inside of the box, students place items, pictures, etc. of their life's accomplishments.*

4. *On the inside of the box lid, attach the student's written autobiography.*

A Variation:

Sometimes students are not receptive to writing autobiographies. This can be addressed if you ask the students to write about themselves but they have to use the third person point of view.

Another Variation:

Pizza box assignment- this could be used as a culture box assignment. The students could choose a culture to research. The pizza box becomes a collection of artefacts, maps, etc. about the culture they have researched. The report could be attached to the inside lid.

Exercise 11

An Autobiographical Account

by _____

Autobiography: The story of one's life. The writer looks back on his or her life, selects certain incidents, and constructs a story around them.

Complete this questionnaire form, determine what incidents and topics are most important on the form, and then write a limited autobiography about them. It is *not* important to complete each and every statement. Be as *brief* as possible. All that is needed here are concise words or reminder notes.

An Autobiographical Account

by _____

My proudest day was _____

My greatest surprise was _____

My greatest achievement was _____

My greatest disappointment was _____

My most eventful challenge was _____

My greatest interests are _____

My special skills and talents are _____

My special creations have been _____

My awards have been _____

My accomplishments have been _____

My most memorable time was _____

My most dangerous moment was _____

My most fun experiences are _____

My most treasured moment was _____

My most frightful experience was _____

My greatest commitments are _____

My saddest recollections are _____

My most treasured memories are _____

My greatest ambitions are _____

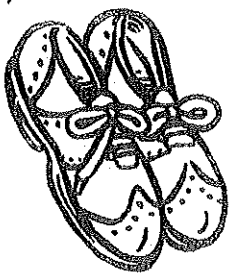
Select only a few statements; then write a descriptive autobiographical account about them.

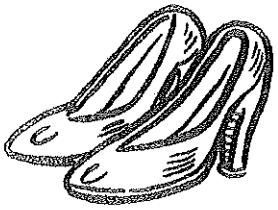
Name _____ Date _____

Walk in Another Person's Shoes

Directions Have you ever wondered what it would be like to be someone else for a day? Think of someone you admire or choose from the list below and pretend that you have one day to walk in his or her shoes.

The president of the United States
The queen of England
The principal of your school
The mayor or head of your town/city
A movie star





Who did you choose? _____

What is the first thing you would want to do? _____

_____

On the day-planner page below, identify all of the activities in which you think you would be involved as this other person. Start when you wake up in the morning and end when you go to bed at night.

	Monday
8:00	
10:00	
1:00	
3:00	
6:00	
8:00	
11:00	

Bonus Describe the most memorable experience you had as this person and give your reasons why.

© Carson-Dellosa

Writing Paragraphs

Read the main idea and details listed below.

Title of Paragraph: **My Mom**

Main Idea: My mom is the best!

Details:

1. She gives me hugs and kisses.
2. She helps me with my homework.
3. She cooks great dinners.
4. She takes me shopping.

Retell Main Idea: I think my mom is wonderful.

Use the sentences above to write a paragraph. Write the main idea, add the details, and then retell the main idea. Indent the first sentence. Use capital letters and periods. Remember to give the paragraph a title.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing Paragraphs

Read the title, main idea, and details listed below.

Title of paragraph: **New Jacket**

Main Idea: Mom and I went to the mall to buy a new jacket.

Details:

1. First, we went to my favorite store.
2. I found six jackets that I really liked.
3. I tried on each jacket and looked in the mirror.
4. Mom and I agreed on which one we liked best.
5. We bought the jacket.

Retell the Main Idea: My mom and I picked out a new jacket for me.

Use the information above to write a paragraph. Include the main idea and details, then retell the main idea. Indent the first sentence. Use capital letters and periods. Remember to title the paragraph.

Persuasive Paragraphs

You must convince your mom to let you walk to the store to buy a snack. Give your reasons. Then, ask again.

Title: **A Snack**

Question: May I walk to the store and buy a snack?

Reasons:

1. I will be careful crossing the street.
2. I have my own money to buy a snack.
3. It is early, so I will still be hungry for dinner.
4. I will help you set the table when I get back.

Ask again: Will you let me go to the store?

Use the sentences above to write a paragraph. Ask the question, state the reasons, and then ask the question again. Indent the first sentence. Use capital letters and periods. Remember to give the paragraph a title.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Persuasive Paragraphs

You must convince your parents to let you have a party. Ask the and give your reasons. Then, ask again.

Title of paragraph: **A Party**

Question: May I have a party this Saturday afternoon?

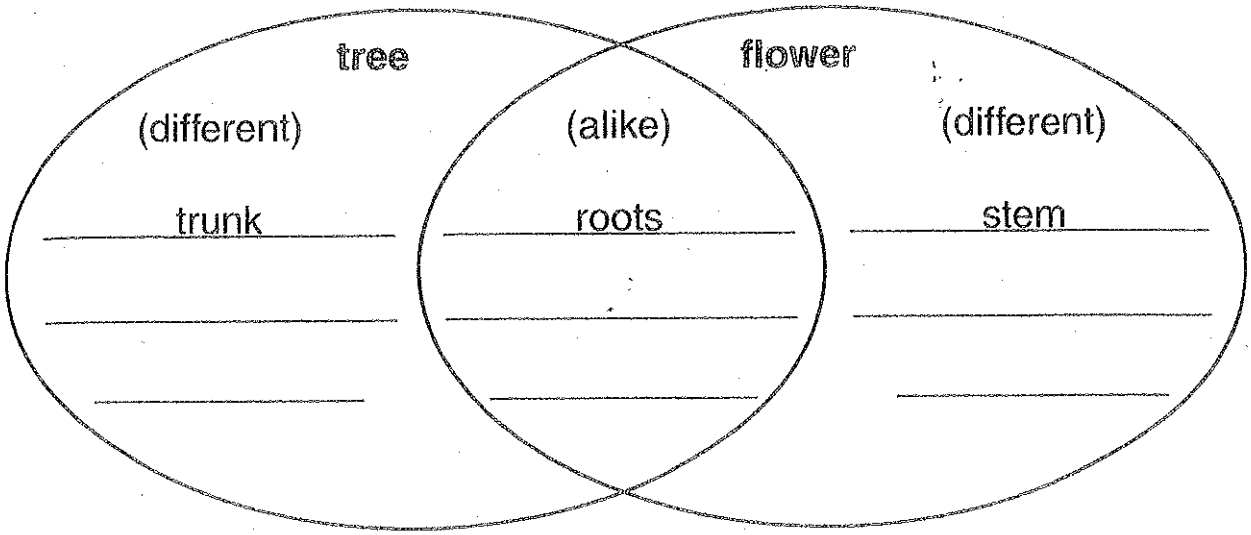
Reasons:
1. I will invite only people you know.
2. I will clean the house before and after the party.
3. I will fix all of the snacks myself.
4. We will follow all of the house rules.

Ask again: Can I have a party on Saturday?

Use the information above to write a paragraph. Ask the question, state the reasons, and then ask the question again. Indent the first sentence. Use capital letters and periods. Remember to title the paragraph.

Compare and Contrast

Fill in the blanks with words that tell how a tree and flower are alike and different. The first one has been done for you.



Write two paragraphs below. In the first paragraph, tell how trees and flowers are alike. Tell how each is different in the second paragraph. Title each paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

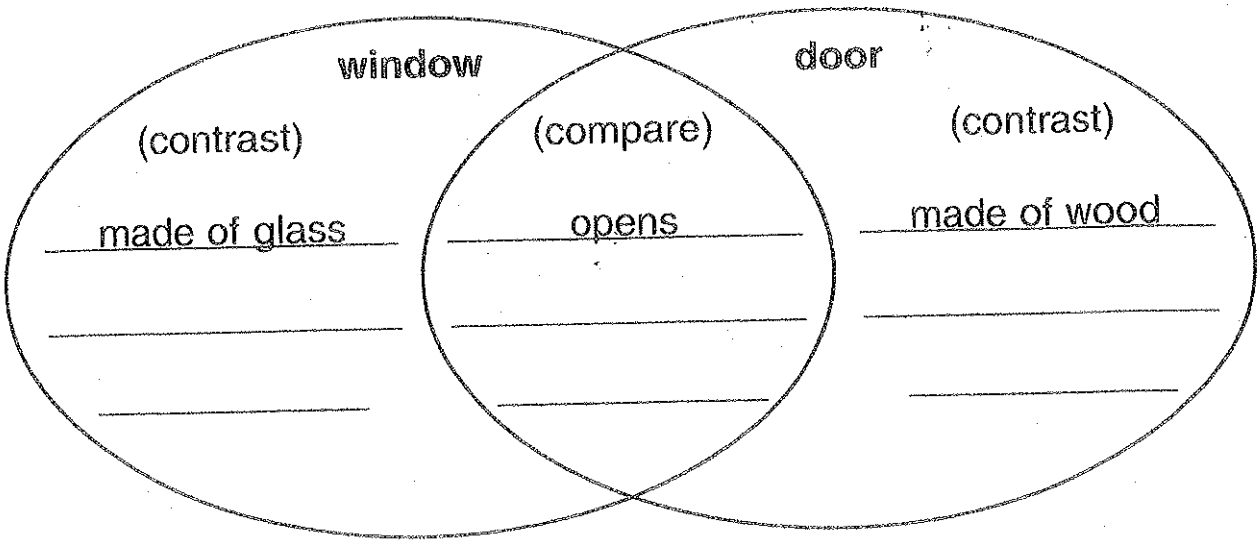
_____

_____

_____

Compare and Contrast

Fill in the blanks by comparing and contrasting a window and a door. The first one has been done for you.



Write two paragraphs below. In the first one, tell how windows and doors are alike. Tell how each is different in the second paragraph. Be sure to indent the first sentence of each paragraph.

Descriptive Writing

Read the following paragraph.

I have a favorite pair of shoes. They are old. My mom doesn't like them. She wants me to throw them away and get a new pair. I would rather keep my old shoes.

Now, read the same paragraph with adjectives and more description added.

I have a favorite pair of shoes. They are old and comfortable. The shoes are blue. The left shoe has a hole in the toe, and the right has a broken shoelace. Both of them have holes worn in the bottom. My mom doesn't like my old shoes. They are very dirty. She wants me to throw them away and get a new pair. I would rather keep my old, comfortable shoes.

Read the following paragraph. Then, rewrite it to make it more interesting using adjectives and more description.

Yesterday my family took a train ride. There was an engine, passenger cars, and box cars. A caboose was at the end. The whistle blew. We were off! Smoke blew from the engine. The cars began to rock. I would like to ride on a train again.

© Carson-Dellosa CD-3632

Descriptive Writing

Draw a picture in each box, then write five adjectives that describe each picture. Write a paragraph about each picture using the adjectives. Remember to indent the first sentence of each paragraph and include a title for each one.

1. _____ 2. _____

3. _____ 4. _____

5. _____

_____

_____

_____

_____

_____

_____

1. _____ 2. _____

3. _____ 4. _____

5. _____

_____

_____

_____

_____

_____

_____

Name _____ Date _____

Creative Design

Directions Have a little fun. Use your imagination and think outside the box by imagining 10 different uses for each of the following items.

a tissue	a box	a pencil	a rock

a spoon	a piece of yarn	a stick	a balloon

Rafts *is a prewriting activity which focuses the writing by providing a framework for deciding the role, audience, format, topic, and strong verb of the writing.*

Rafts

✏ *encourages students to:*

-make decisions regarding the purpose, form, audience and tone of their writing

-approach the writing task from various perspectives

-develop a sense of purpose and audience for their speaking and writing

-experiment with a variety of formats to achieve particular effects

-experiment with language forms and texts

✏ *allows teachers to:*

-provide students with one of many structures as a way into writing

-helps students concentrate on the creation and expression of ideas in their initial drafts

-provide students with audiences other than the teacher

*Before students can work independently with **RAFTS**, they need to develop an understanding of the terms. Those commonly used are described below:*

***R** - the **role** of a character or personality, which may come from a character in a selection the students are reading, or from a character that might relate to the content of what they have read. In order to take on the role, it should be something that is in the realm of the experience of the writer.*

***A** - the **audience** for whom the writing is intended. Students awareness of the audience adds to the genuineness of the writing task.*

***F** - the **format** in which to write. Students should experiment with a variety of formats. Formats include all kinds of writing. A list of formats is attached.*

***T** - the **topic** about which to write. The topic relates the audience and the role.*

***S** - the **strong verb** which aids the student in vocabulary choice and setting the tone of the writing.*

The following chart gives a few examples for each category in RAFTS:

Role	***Audience***	***Format***	***Topic***	***Strong Verb***
self	*self*	*letter*	*accident*	*analysing*
friend	*employer*	*note*	*safety*	*protest*
animal	*pet store owner*	*advertise-ment*	*care*	*question*
inanimate object	*students*	*announce-ment*	*cleanli-ness*	*pleading*
character from a book	*government official*	*invitation*	*censor-ship*	*persuade*

The framework for students is as follows:

As a _____, *write a* _____
(role) *(format)*

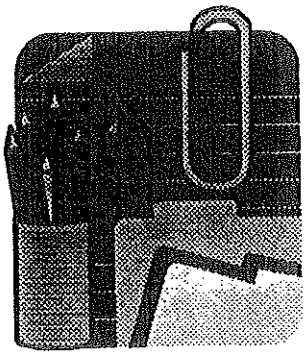
to _____ _____
(audience) *(strong verb)*

about _____.
(topic)

RAFTS is taken from Alberta Education Curriculum Branch. (p.35-36).

The following list of formats is taken from the ELA Middle Years Curriculum Guide:

article	*advice column*	*ballad*
autobiography	*comic strip*	*letter*
campaign speech	*diary*	*drama/play*
paragraph	*report/essay*	*fable*
fairy tale	*fantasy*	*greeting card*
game rules	*headline*	*horoscope*
interview	*journal*	*obituary/eulogy*
news article	*editorial*	*poem*
personal experience story	*sports column*	*summary*
story		



Fairy Tales and Rafts and Advertising

Fairy Tale Advertisement

Objectives:

- *Students will learn to ask questions to determine their identity.*
- *Students will re-tell a fairy-tale.*
- *Students will co-operatively work in groups to create an advertisement.*
- *Students will identify the parts of an advertisement.*

Materials needed:

Construction paper, markers, glue, scissors, etc.

Examples of magazine advertisements for instruction and demonstration

Sticky notes with fairy tale characters' names written out.

Signs of fairy tales used

Procedure:

1. Students must be aware of brainstorm and re-telling.

2. Show examples of magazine advertisements and point out the main components of the ad. I chose to use four components. These were:

Product name/picture of product

Picture

Why buy?-persuasive line to make you buy

Slogan

Although these are not the technically correct terms, the students understood the meaning.

3. Brainstorm list of fairy tales. Then brainstorm list of characters from fairy tales.

4. *The fairy tales I use are: Snow White; The Three Little Pigs; Cinderella; Goldilocks and the Three Bears; Jack and the Beanstalk; Sleeping Beauty. On the stick notes, write out the characters from these fairy tales.*
5. *Ask a volunteer to help model the question session. Put a sticky note of a character on each other's back. Then you ask five questions that can only be answered with a yes or a no. Your mission is to guess which character you are.*
6. *Have students identify themselves in this way. When they know which characters they are, the students go to the area where the sign for that fairy tale is located.*

7. *Students re-tell the fairy-tales.*

8. *Students create an advertisement for an object found in that fairy tale. They should brainstorm ideas of all the possible objects found in that fairy tale.*

9. *As a group, they create an advertisement that must include the four components discussed earlier.*

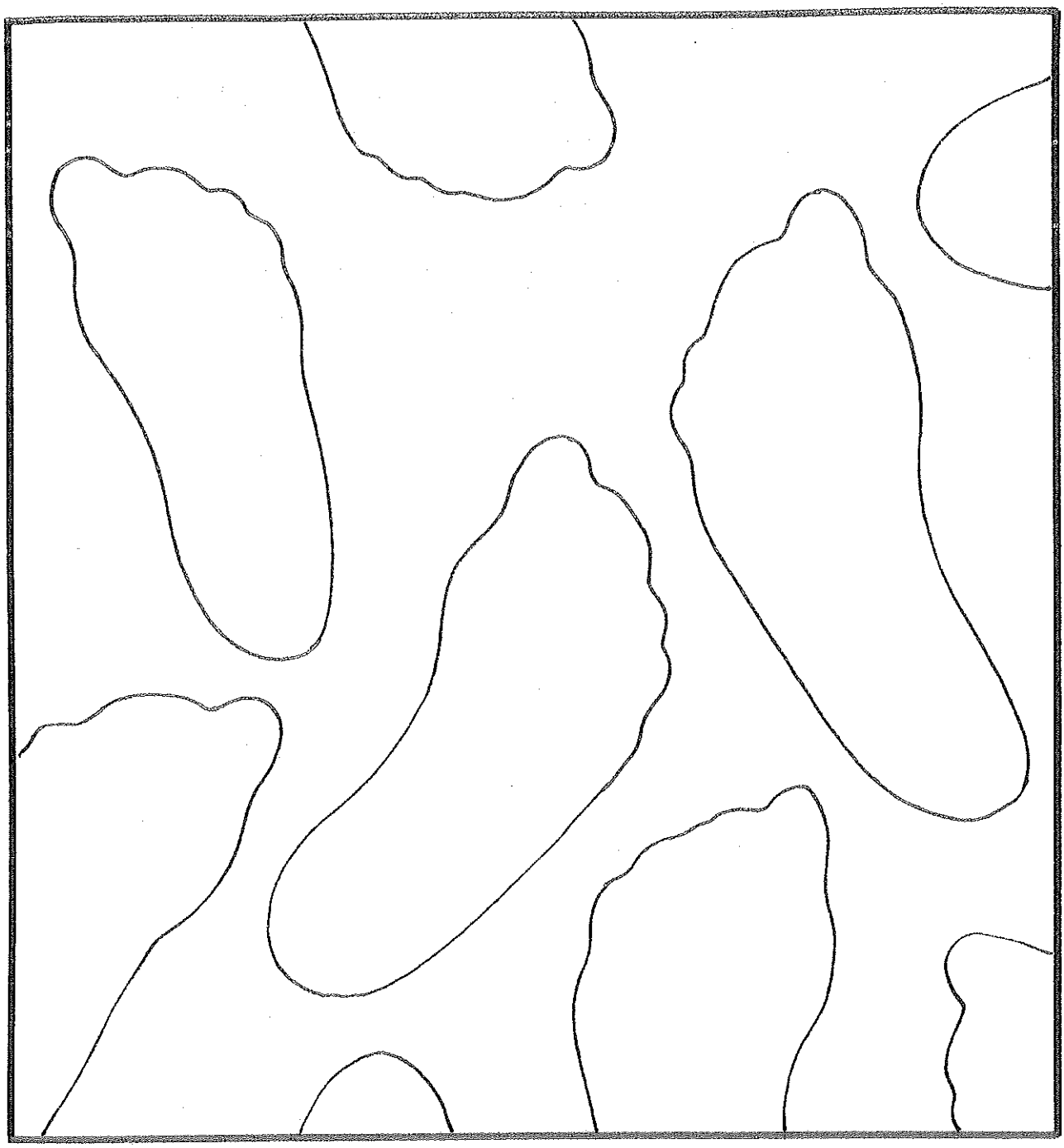
10. *This activity takes 90 minutes for completion.*

The Literacy Art Centre

Possible Activities:

- Footprint Art (handout)
- Comic Strip Fun (handout)
- A Picture Book (handout)
- Bumper Stickers (handout)
- Open-minded Portraits (handout)

Footprint Art



Take off your shoe. Leave your sock on. Place your foot in the middle of a piece of white paper large enough for your entire foot. Stand and trace the outline of your foot with a dark pencil. Now take a good look at the outlined form and create a colorful work of art with your foot as the basis for your artistic endeavor. The foot tracing is uniquely yours and so your illustration should be highly individual. Use your imagination. The picture can be realistic or abstract. Give your drawing a title. Sign your name and date. Display these footprints at your class Foot Fair.

Name _____ Date _____

Comic Strip Fun

Directions Comics are fun to read. They can also be fun to create. Invent your own cartoon character, then write your own comic strip.

Use the space below to draw your main characters. You may use people, animals, or a combination of both. Try to give your characters personality by using facial expressions and clothing. You don't have to be an artist to be successful; many comic strip characters are drawn very simply.

Now that you have created your characters, use speech bubbles to give them words and try putting them in the comic strip frames below.

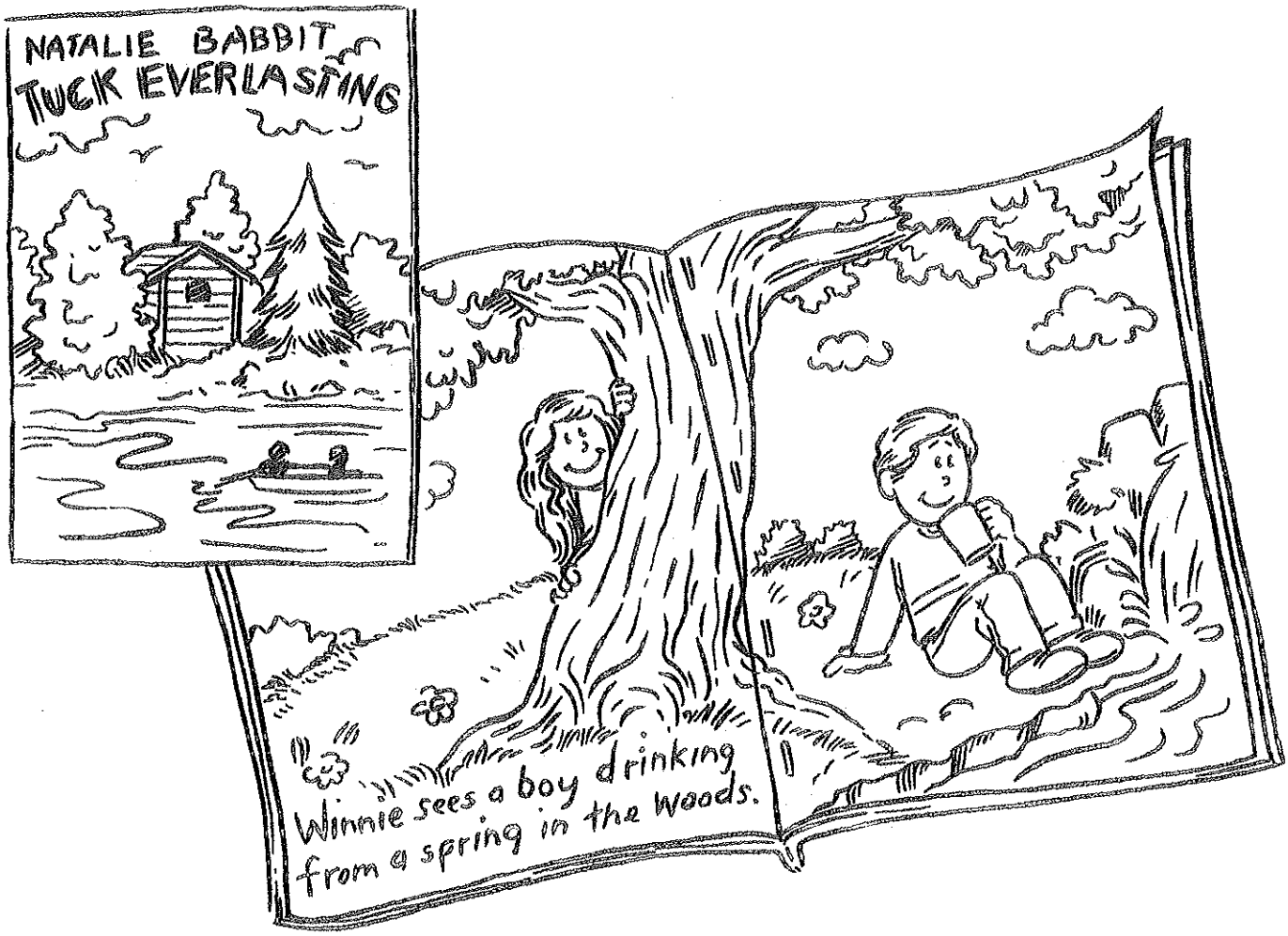
© Carson-Dellosa

Name _____ Date _____

A Picture Book

Directions Create a picture book to share with a younger student. Select a novel that you think would interest a younger student if it was rewritten with easier words. Consider the illustrations that could help tell the story.

Draw pictures on separate sheets of paper that match the sequence of events in the story and help the reader understand the plot. Add a simple sentence or two to describe the action. Make sure you present the characters, setting, problem(s), and the solution(s) within your pictures and text.



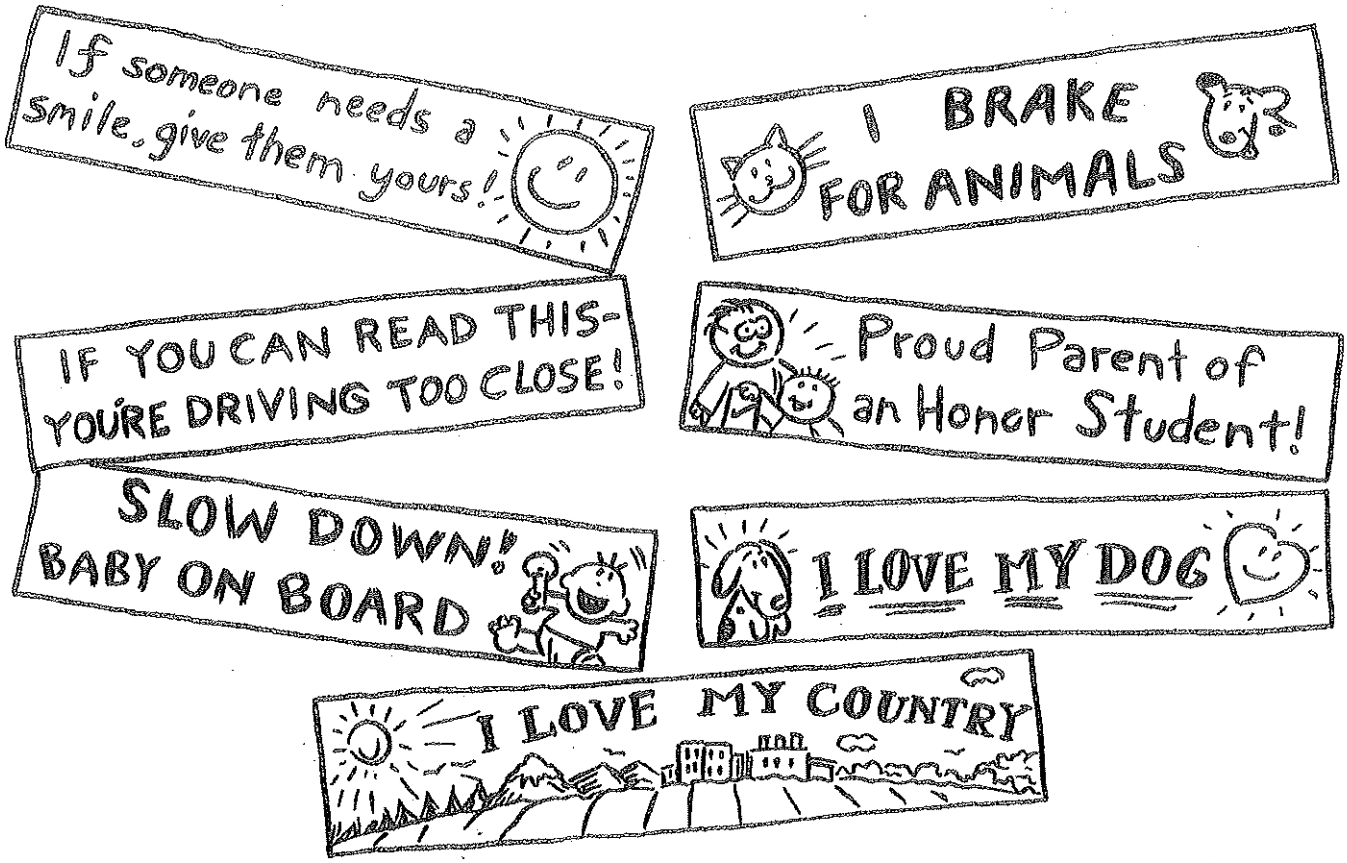
Bonus Share your simple version of a favorite novel with a young reader.

Name _____ Date _____

Bumper Stickers

Directions People often put bumper stickers on their vehicles to promote something they believe in or enjoy. Create your own bumper stickers to promote one of the following: your school, your country, conservation, equal rights, democracy, free choice, or a topic of your choice.

Bumper stickers catch a person's eye if they are colorful, attractive, and make a point with few words. Some phrases even rhyme. Check out the examples below to get you started. Write and decorate your bumper stickers on the strips provided.



Bonus Develop a plan to sell your bumper stickers. Who would want to buy them? Where would you sell them? For how much?

© Carson-Dellosa CD-0063

Teacher Note: Provide sentence strips or strips of plain paper.

Open-Minded Portraits

Purpose: To help students think more deeply about a character and reflect on story events from the characters point of view.

Rationale: If the students understand the character and their motivation they will develop deeper meaning.

Procedure:

1. Have students draw and color a large portrait of the head and neck of a character in a book they are reading.
2. Have students cut out portrait and attach it with a brad or staple to another sheet of drawing paper.
3. Have students trace around the character's head on the second page.
4. Have students lift the portrait and draw and write about characters thoughts on the 2nd page.
5. Have students share the portraits with classmates and talk about the words and pictures they chose to include in the mind of their character.

Strengths: Helps clarify what things/thoughts are important to the character.

Sample Management/Rotation Plans

Below are some sample management/rotation plans that you might want to consider using or adapting for your classroom needs. There are many ways in which you can plan your English Language Arts program. These sample plans may give you some ideas.

Sample Management Plan 1 (150 minutes)

Children begin independent reading as they come in--open choice (10 minutes)

Opening routines: morning message, calendar (5 minutes)

Reading aloud (5 minutes)

Shared reading or interactive writing (15 minutes)

Guided reading

Work Time (60 minutes)

Two groups per day, alternating.

Red Group	Blue Group	Green Group	Yellow Group
Browsing Box	Listening	Read Around Room	ABC
ABC	Browsing Box	Listening	Read Around Room
Read Around Room	ABC	Browsing Box	Browsing Box

Reading aloud (10 minutes)

Shared reading (5 minutes)

Writing workshop (40 minutes)—includes reading aloud and sharing.

Sample Management Plan 2 (150 minutes)

Children begin independent reading as they come in--open choice (10 minutes)

Opening routines: song, calendar (5 minutes)

Writing workshop (50 minutes)

Reading aloud (10 minutes)

Interactive writing (10 minutes)

Guided reading

Work Time (60 minutes)

Two groups per day, alternating.

Red Group	Blue Group	Green Group	Yellow Group
Buddy Reading	Poem Box	Independent Reading	Writing Center
Writing Center	Buddy Reading	Poem Box	Independent Reading
Poem Box	Computer	Writing Center	Buddy Reading
Independent Reading	Writing Center	Buddy Reading	Computer

Shared reading (5 minutes)

Sample Rotation System for Guided Reading and Work Time

Day	Guided Reading Groups	Work Groups			
		Yellow	Blue	Green	Red
Week One:					
Monday	Jenny's Group Ben's Group	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes
Tuesday	Alex's Group Lamar's Group	ABC Listening Center Browsing Boxes	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading
Wednesday	Jenny's Group Ben's Group	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center
Thursday	Alex's Group Lamar's Group	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes	Browsing Boxes Buddy Reading ABC
Friday	Jenny's Group Ben's Group	Browsing Boxes Buddy Reading ABC	Browsing Boxes ABC Listening Center	Listening Center Browsing Boxes Buddy Reading	ABC Listening Center Browsing Boxes
Week Two:					
Monday	Alex's Group Lamar's Group	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC	Writing Center ABC Listening Center	Listening Center Read Around Room Writing Center
Tuesday	Jenny's Group Ben's Group	Listening Center Read Around Room Writing Center	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC	Writing Center ABC Listening Center
Wednesday	Alex's Group Lamar's Group	Read Around Room ABC Listening Center	Listening Center Read Around Room Writing Center	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC
Thursday	Jenny's Group Ben's Group	Read Around Room Writing Center ABC	Read Around Room ABC Listening Center	Listening Center Read Around Room Writing Center	ABC Listening Center Read Around Room
Friday	Alex's Group Lamar's Group	ABC Listening Center Read Around Room	Read Around Room Writing Center ABC	Read Around Room ABC Listening Center	Listening Center Read Around Room Writing Center

Note: Each group participates in a guided reading session at least every other day and engages in productive reading and writing every day. On days when there are large blocks of time, the teacher can work with three or more groups each day.

Questions/Prompts to Accompany the Guided Reading Lesson

1. **Making Connections**
   Good readers constantly make connections between what they are reading and their lives, the world, and other texts. Making connections deepens understanding and brings meaning to the text. Here are some prompts that could be used to help students make connections:

   ☑ **Text-to-Self**
   - ☐ This story reminds me of …
   - ☐ I felt the way the character did in this story when …

   ☑ **Text-to-Text**
   - ☐ The main character in this story reminds me of the main character in _____.
   - ☐ The problem in this story reminds me of the problem in _____ because ….
   - ☐ The solution in this story reminds me of the solution in _____ because ….
   - ☐ The lesson in this story reminds me of the lesson in _____ because ….
   - ☐ The illustrations in this story remind me of the illustrations in _____ because ….
   - ☐ The way this story is written reminds me of _____ because ….

   ☑ **Text-to-World**
   - ☐ This story make me think of …

2. **Asking Questions**
   Good readers constantly ask questions before, during, and after reading. Questioning provides a purpose for reading and keeps the reader engaged in the text. It propels the reader forward to search for answers to their questions. Questions are answered in many different ways: in the text, from prior knowledge, inferences, and further research. At times, there are questions that are not answered. Here are some questions that would help aid the student's understanding of the text:

   ☑ **Before**
   - ☐ I wonder ……?
   - ☐ What do I think is going to happen?
   - ☐ What am I going to learn?
   - ☐ Why did the author choose this title?
   - ☐ Why did the author write this?
   - ☐ When did this story take place?
   - ☐ Who is this story about?
   - ☐ Who is telling the story?

☑ **During**

- ☐ What do I think will happen next?
- ☐ How does the character feel?
- ☐ Why did _____ happen?
- ☐ I wonder why _____?
- ☐ What would I do?
- ☐ How is the problem going to be solved?
- ☐ Do you think _____ should have _____?
- ☐ Am I paying attention to the message?
- ☐ Would I be friends with _____? Why or why not?
- ☐ What might happen if _____?
- ☐ What do I still need to find out?
- ☐ Why is this information important?
- ☐ Do I understand what the author is saying?

☑ **After**

- ☐ How did I feel when …?
- ☐ What was my opinion of …?
- ☐ When the author said _____, I wondered …?
- ☐ Why do you think the author …?
- ☐ What is the main idea …?
- ☐ Do I know someone like …?
- ☐ What would have happened if …?
- ☐ Do I agree with what the author said?
- ☐ Would I be friends with _____? Why or why not?
- ☐ What might happen if _____?
- ☐ What do I still need to find out?
- ☐ Why is this information important?
- ☐ Do I understand what the author is saying?

Appendix C includes the Saskatchewan Learning "Before, During, and After Listening, Reading, and Viewing" posters. They include many other questions and prompts that could be used to facilitate the guided reading lesson.

Appendix D includes Reading Strategy posters developed by Joanne Kasper, from Living Sky School Division, who so graciously has shared her ideas with us. These posters provide the children with opportunities to think about the text and reflect on what and how they are reading. If you would like the full-sized (11 x 17, color) electronic version of Joanne's posters, contact me at: shirley.barclay@sunwestsd.ca and I will e-mail them to you. What I did to get them printed was contact my local newspaper and have make me colored copies on 11 x 17 paper. The cost was very reasonable. Once laminated, they are a great tool to have in the classroom.

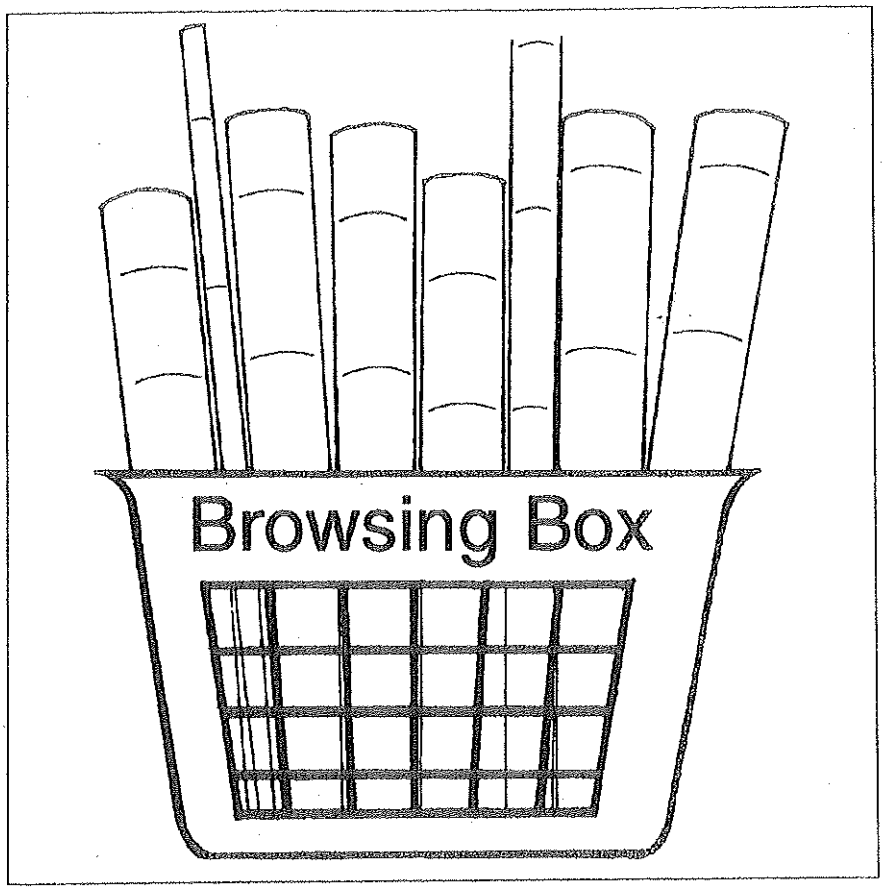
Other really good reading strategies posters can be downloaded at:
http://www.readinglady.com/index.php?module=documents&JAS_Document Manager_op=viewDocument&JAS_Document_id=3

Centre	Skill or Concept	Activities	Resources	Assessment
Art Centre (Paint or Picture Making Centre)	-to represent an idea or create a response to literature	-response assignment as outlined in the guided reading lesson	-various mediums such as paint, plastercine, pastels, etc. -various types of products including; book jackets, cards, ads, small and large scale drawings, collage, mural, sculpture, models, dioramas, etc	-dated work samples in their learning centre file
Listening Centre	-to listen for enjoyment -to read along following a text -to listen to different forms of reading -to model fluent expressive reading of a text	-students listen to stories at the listening centre -students complete extension activity related to the story they have listened to	-listening centre - tape player with headphones -walkmans -books on tape - commercial, tapes made by volunteers, tapes made by the class during shared reading -multiple copies of the book is helpful	-dated work samples in their learning centre file
Poem Centre	-to read poems introduced in class -to become aware of the sounds of language	-students choose poems from the poem box to read and reread	-large print poems read with a pointer -poetry cards -books of poems -a class book of poems -copies of poems to read and illustrate	
Browsing Box and Buddy Reading	-to practice reading texts introduced in the guided reading lesson -have books they can read at an independent level -to able to determine favorite books -to develop fluency to enhance comprehensicn -to expand their knowledge of language	-read and reread books that their teacher has placed in their assigned browsing box -buddy reading can be: in unison. one buddy reading and other listening, switching on alternate pages	-15 to 20 titles -several copies of most titles -easier books not from guided reading lesson that can be read independently	

APPENDIX A: Additional Literacy Center Activities and Ideas for Assessment

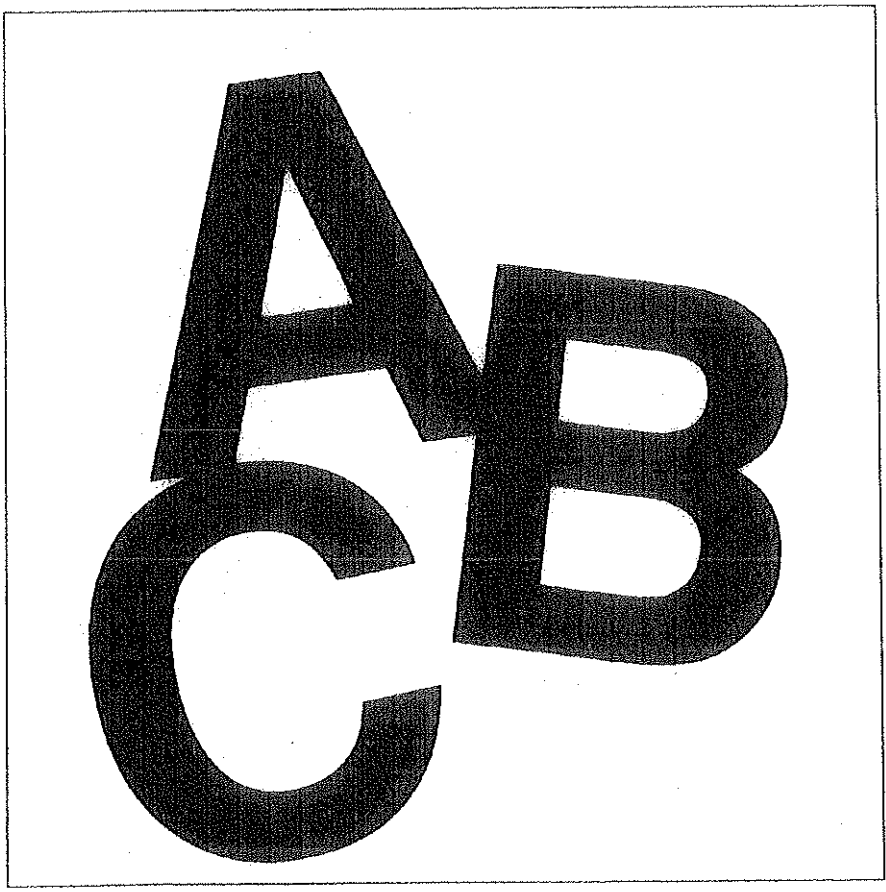
Centre	Skill or Concept	Activities	Resources	Assessment
Writing Centre	- an opportunity to practise and develop writing skills ** the skill or concept at this centre will vary depending on the grade level.* *Grade One* -to use pictures and random letters - to use story patterns of authors in writing *Grade Two* -to write about personal experiences -to retell stories *Grade Three* -to use a variety of writing forms(narrative, lists, cards, picture books, etc.)	-students choose to write using their own ideas or a writing activity directed by the classroom teacher	- a variety of writing instruments (pencils, markers, pens, etc.) - all kinds of papers (letter paper, lined and blank and shape booklets etc. - dictionaries - word books (alphabetical by topic) -posters (consonants, blends, etc.) -rebus stories <u>Read, Write and Publish</u> <u>Making Books in the Classroom</u> <u>More Alternatives to Worksheets</u> by Creative Teaching Press	-dated work samples in their learning centre file
Word Study Centre or ABC Centre	-to know how to look at and use features of print -to know a large core of high frequency words -to understand simple and complex letter-sound relationships (phonemic awareness and phonics) -to develop an understanding of word patterns (consonants, vowels, vowel combinations, phonograms; ake, at, am etc, syllabication, plurals, contractions) -to develop word solving strategies -making sentences activities	- workbooks, word finds, -letter and word tile sorting activities -cutting up sentence strips and re-ordering them -a variety of word and phonics games -activities with alphabet link chart -making words with magnetic letter -making sentences with magnetic words	-initial consonants, blends, digraphs, and vowel game boards -Bingo games (ABC, sight word and rhyming) -alphabet sound tracks game -alphabet box -letter tiles -word tiles -sorting activities on cards -workbooks on particular sounds or pattern -magnetic words and letters <u>Word Matters</u> Gay Su Pinnell and Irene Fountas ISBN 0-325-00051-4	-sight word assessment checklist -phonics inventory -phonemic awareness checklist

Overhead Centre	-to explore with letters and words to learn how they work -to read a continuous text and develop their knowledge about letters, sounds and language -to read for enjoyment -to develop understanding of concept of a word	-use overheard letters to create words on the overhead -a child can point to the words while their partner reads the words	-overhead letters -plastic transparencies of stories, poems, or stories written by the class	-students read text to class after it has been practiced during centre time- anecdotal record by the teacher
Retellling Centre	-to sequence the events of a familiar story -retelling stories in their own words	-students retell a familiar story using props provided at the centre	-flannel board -flannel board props -puppet theatre and puppets -copy of book that is being retold	-retelling checklist after presentation for a small group or the class
Computer Centre	-to reinforce word study and reading skills	-computer activities assigned to the student that provide practice of a particular literary skill	-classroom computers and programs Favorite programs include; Chicka, Chicka Boom Boom, Island Adventure, Ocean Adventure and Stories and More	-computer generated record of activities that each student has completed
Reader's Theatre	-to develop reading fluency to enhance reading comprehension	-students take turns reading roles in a reader's theatre script provided by the teacher	-a variety of readers theatre scripts -reader's theatre scripts contained in anthologies such as Journey's	-reader's theatre rubric
Making Words Centre	-to develop an understanding of word patterns	-students use letters and words to sort and make words previously used in a making words lesson -students use sorting patterns to create new word cards (transfer)	-making words pocket chart -letter cards and word cards from making words lesson -blank cards and markers Month by Month Phonics for First Grade Patricia M. Cunningham and Dorothy P. Hall ISBN 0-88724-397-5 Month by Month Phonics for Second Grade Patricia M. Cunningham and Dorothy P. Hall ISBN 0-88724-492-0	-teacher observation of completed making word pocket chart activity



Browsing Box

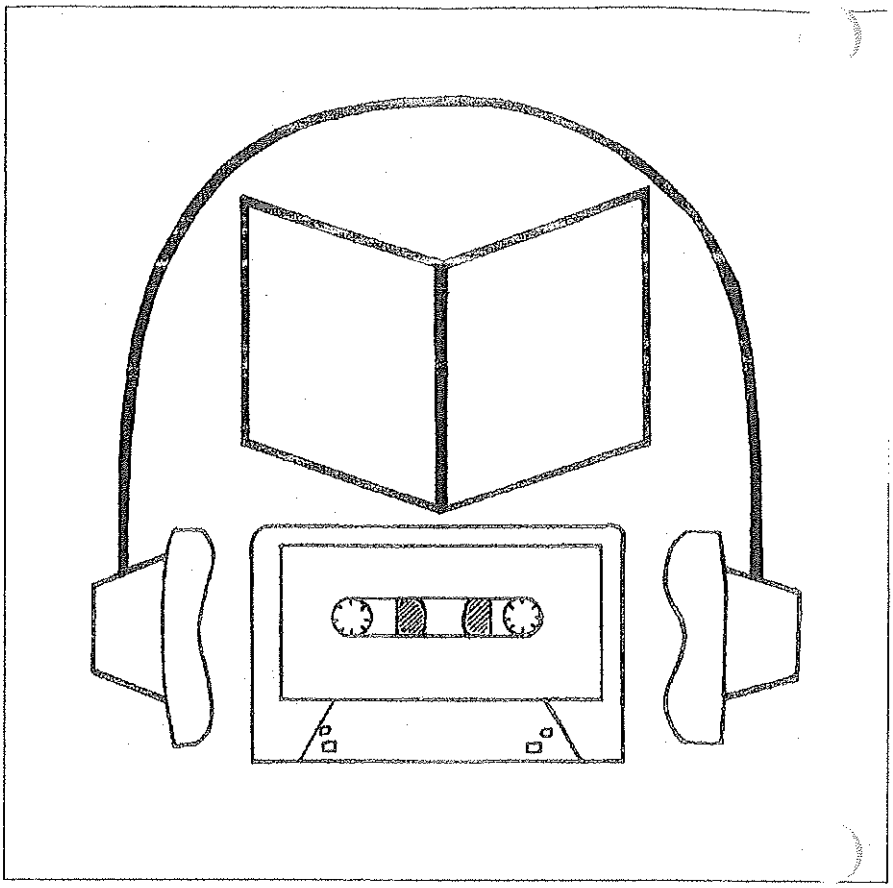
1



ABC

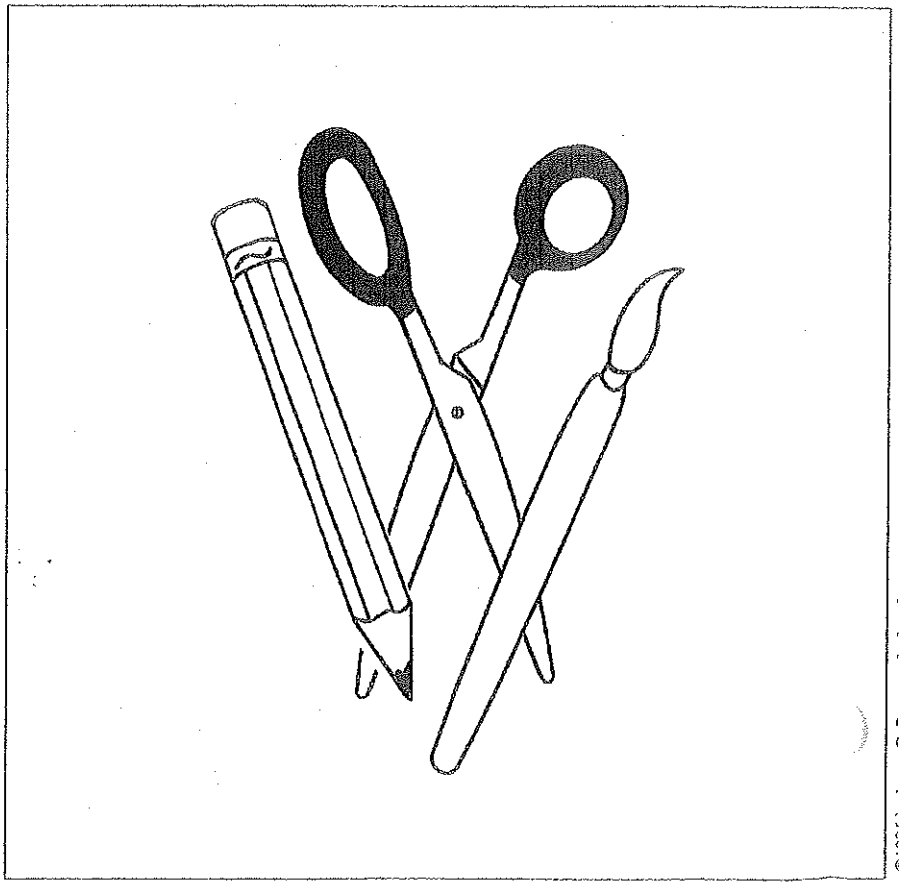
2

©1996 by Irene C. Fountas & Gay Su Pinnell from *Guided Reading*. Portsmouth, NH: Heinemann



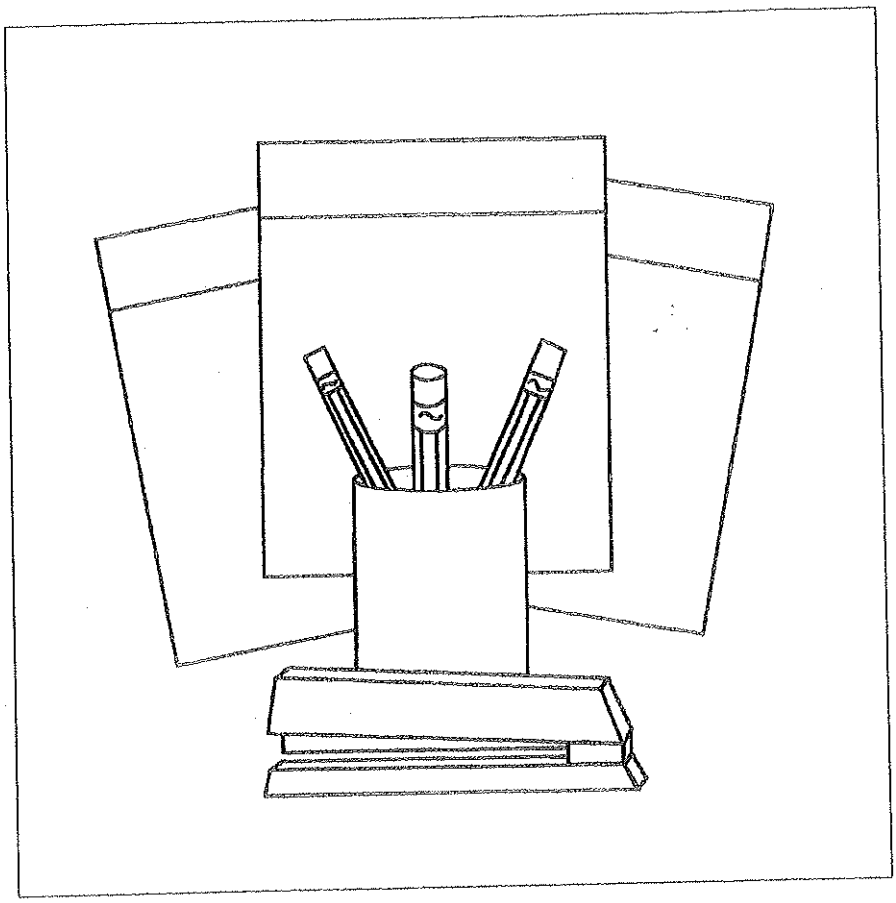
Listening Center

3



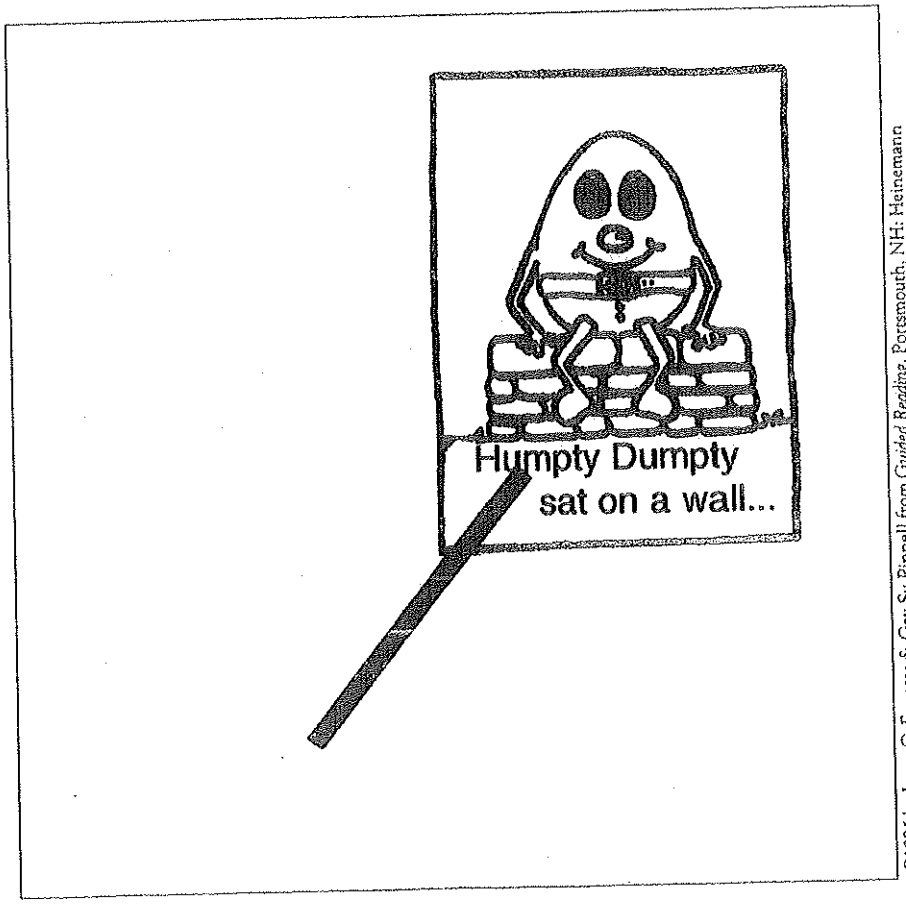
Art

4



Writing Center

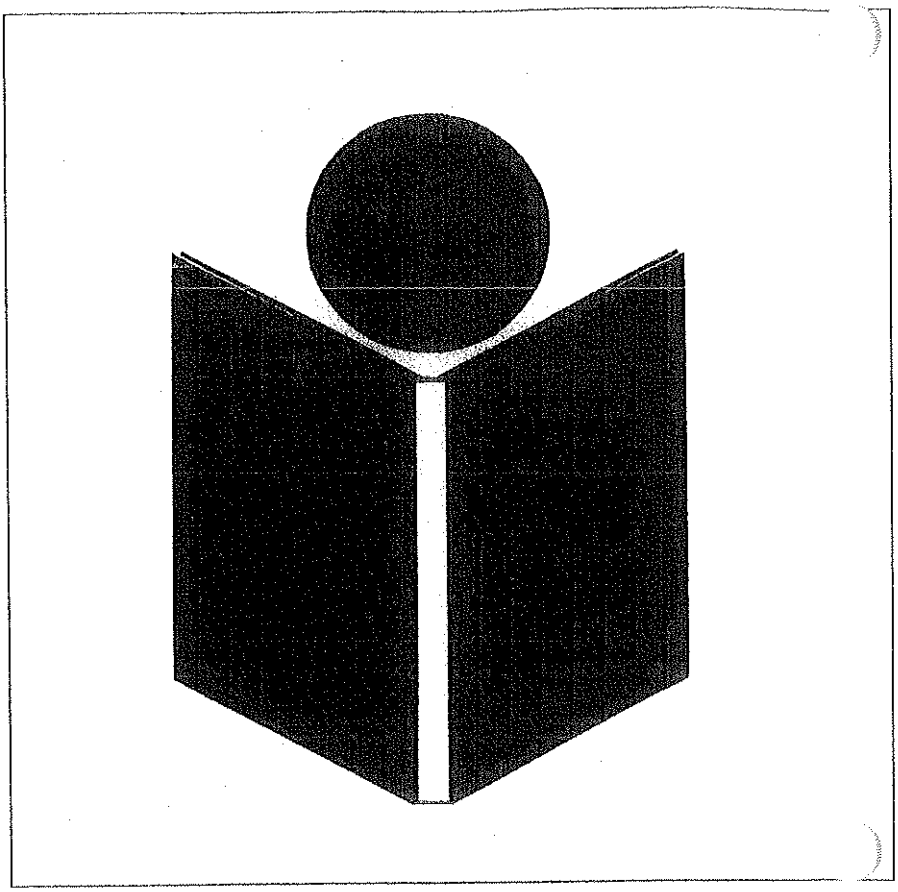
5



Read Around the Room

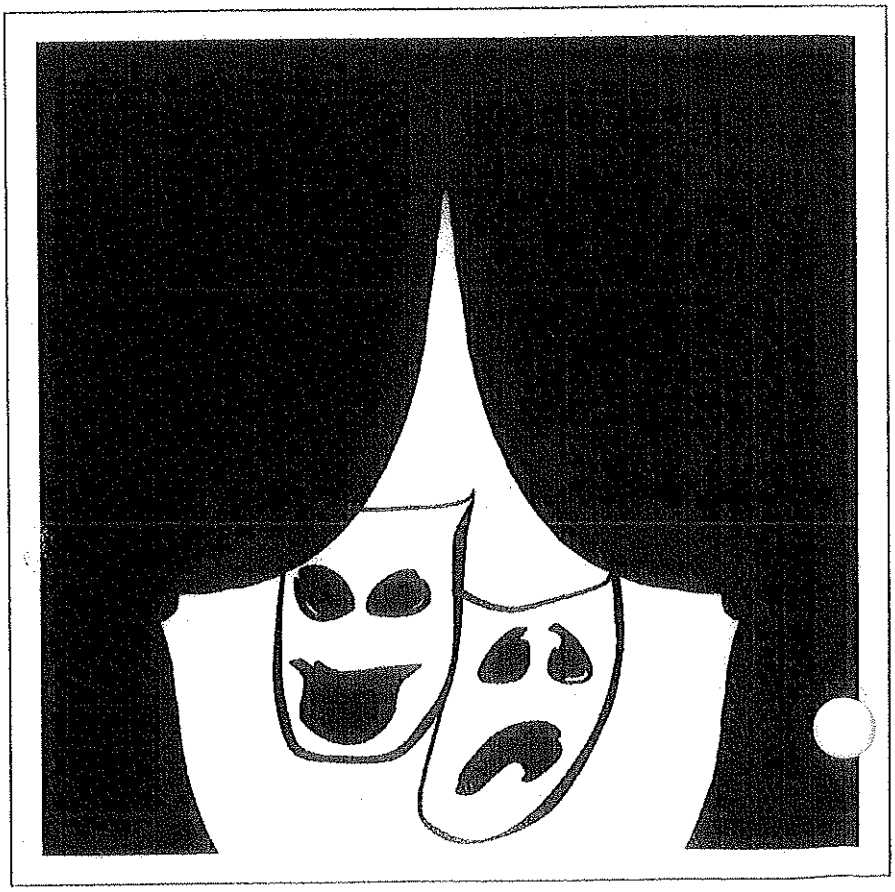
6

©1996 by Irene C. Fountas & Gay Su Pinnell from *Guided Reading*. Portsmouth, NH: Heinemann



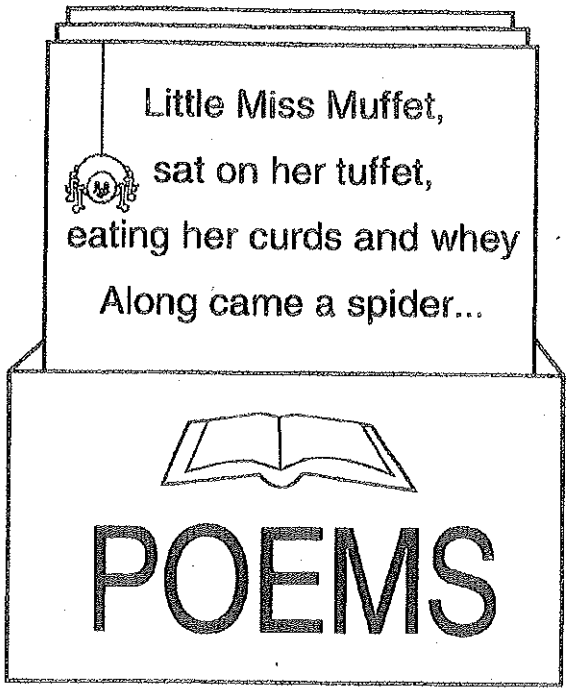
Independent Reading

7



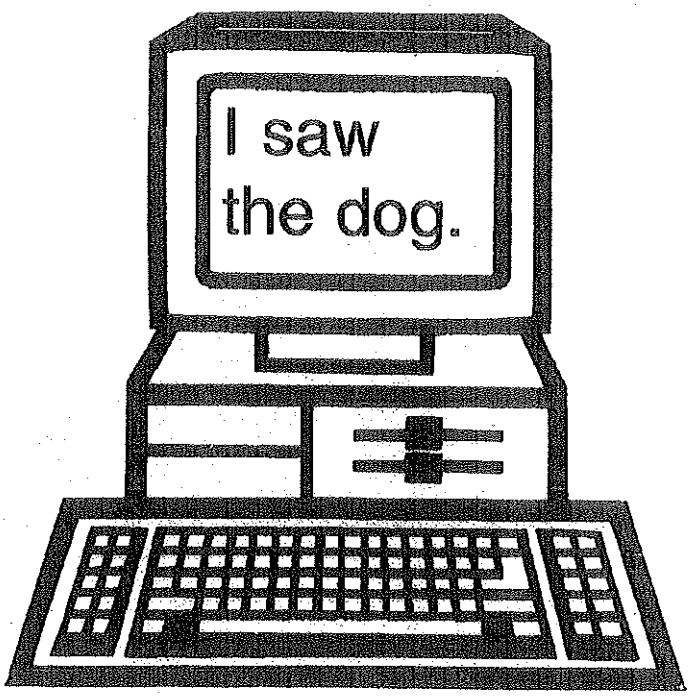
Drama

8



Poem Box

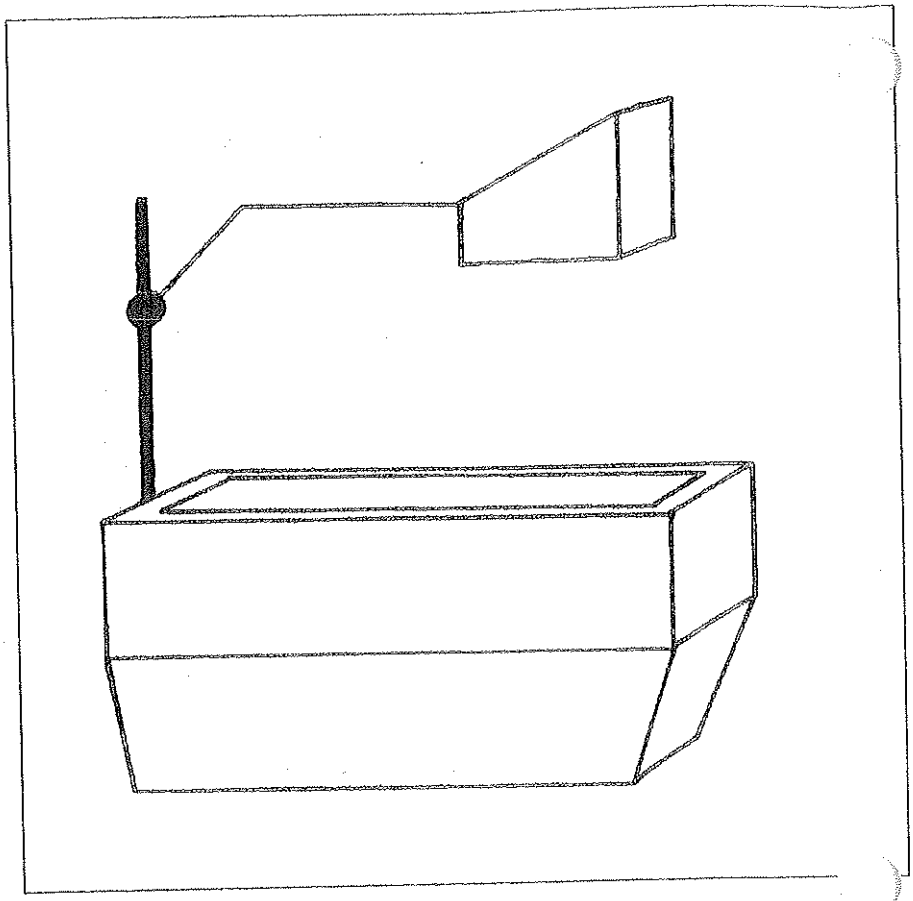
9



Computer

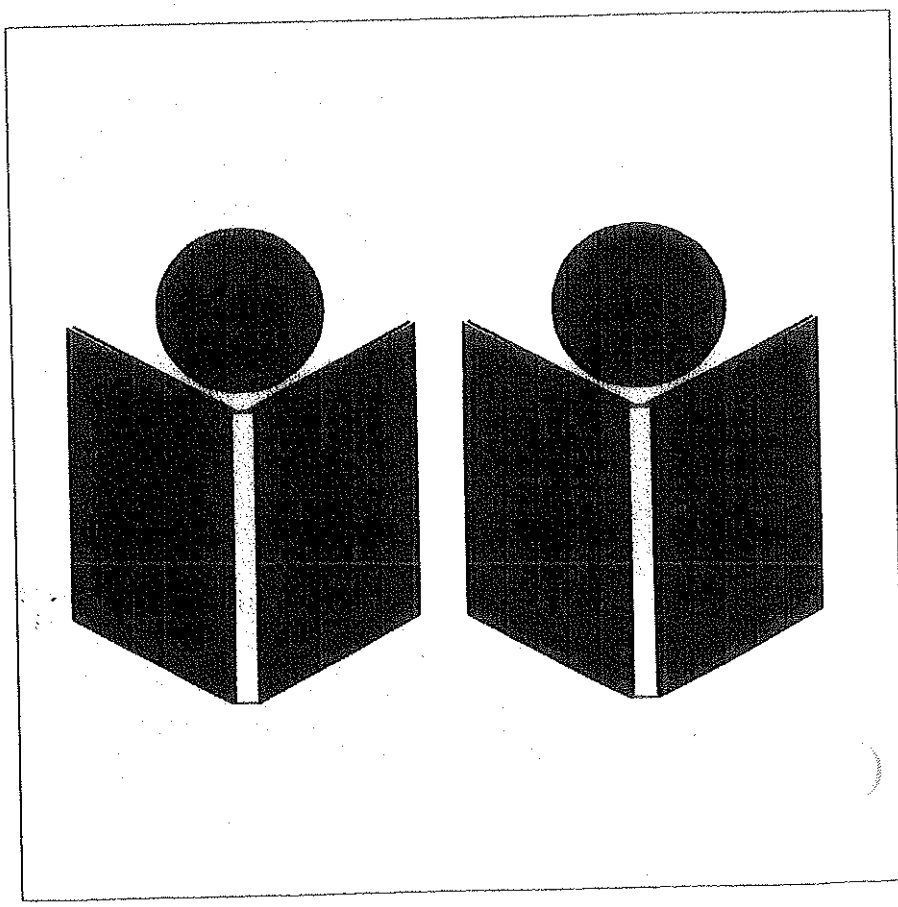
10

©1996 by Irene C. Fountas & Gay Su Pinnell from *Guided Reading*, Portsmouth, NH: Heinemann



Overhead Projector

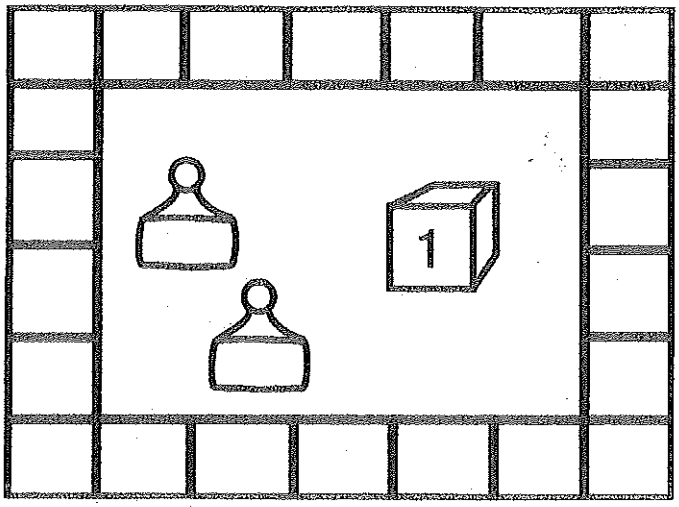
11



Buddy Reading

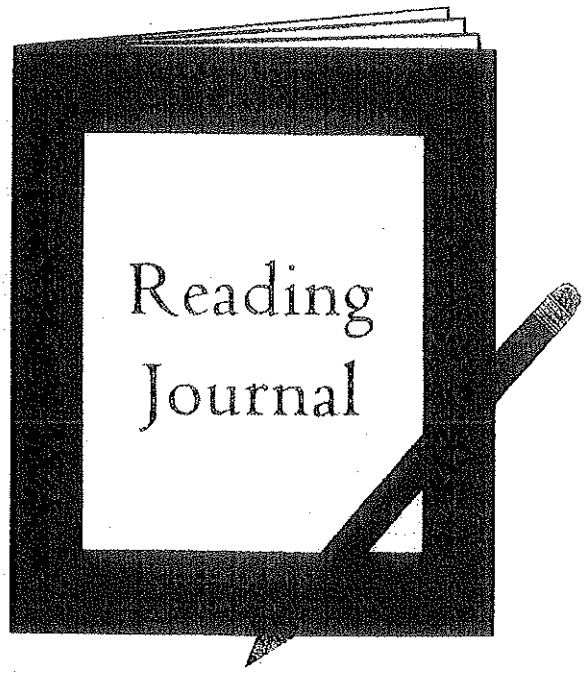
12

©1996 by Irene C. Fountas & Gay Su Pinnell from *Guided Reading*, Portsmouth, NH: Heinemann



Games

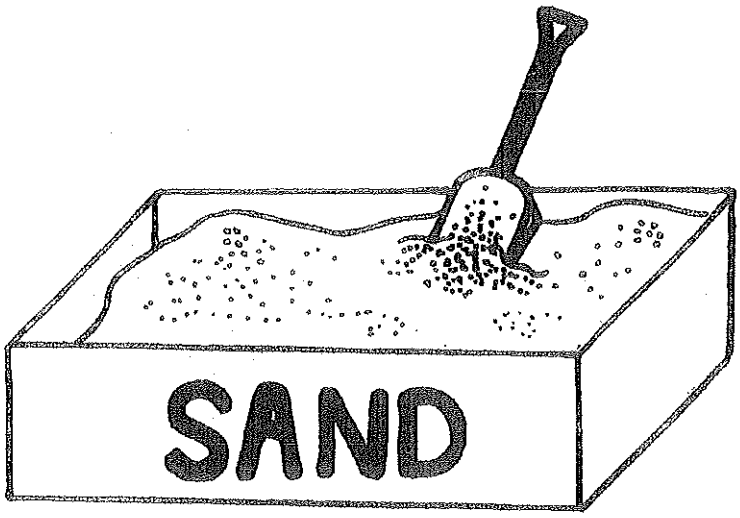
13



Reading Journal

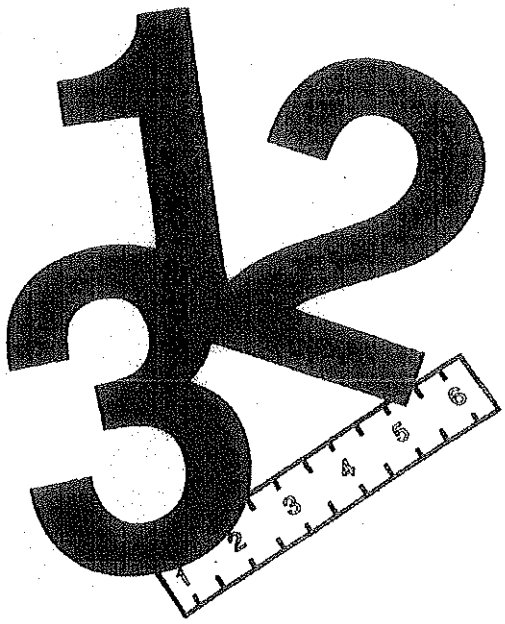
14

©1996 by Irene C. Fountas & Gay Su Pinnell from *Guided Reading*, Portsmouth, NH: Heinemann



Sand Table

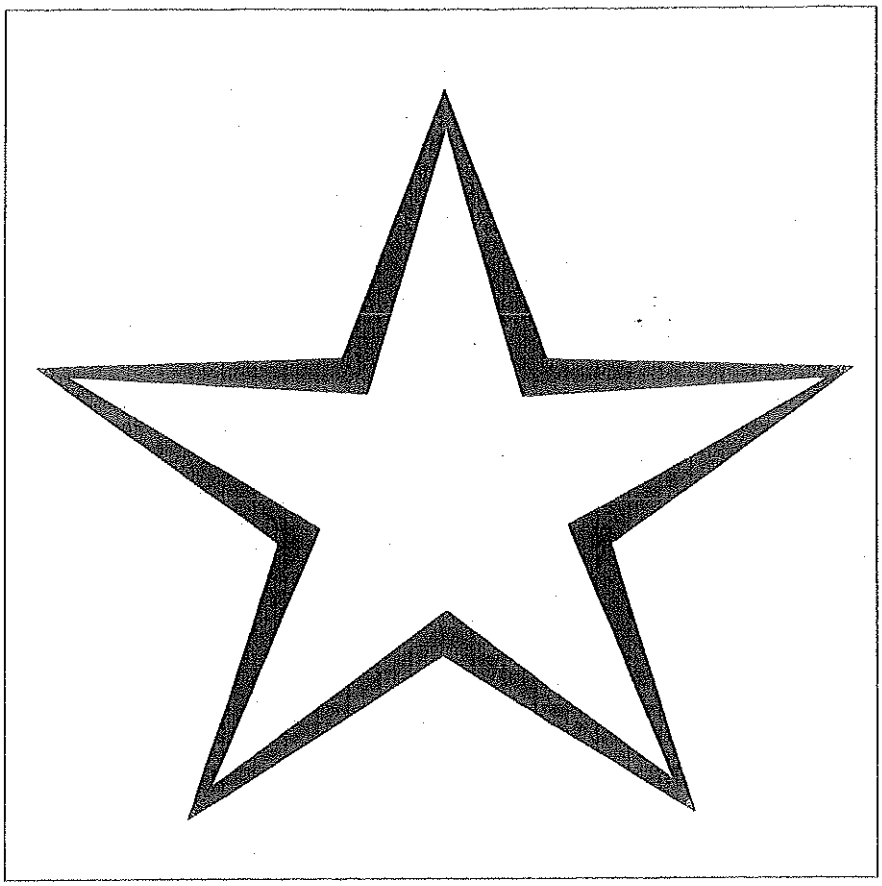
19



Math

20

©1996 by Irene C. Fountas & Gay Su Pinnell from Guided Reading, Portsmouth, NH: Heinemann



Choice

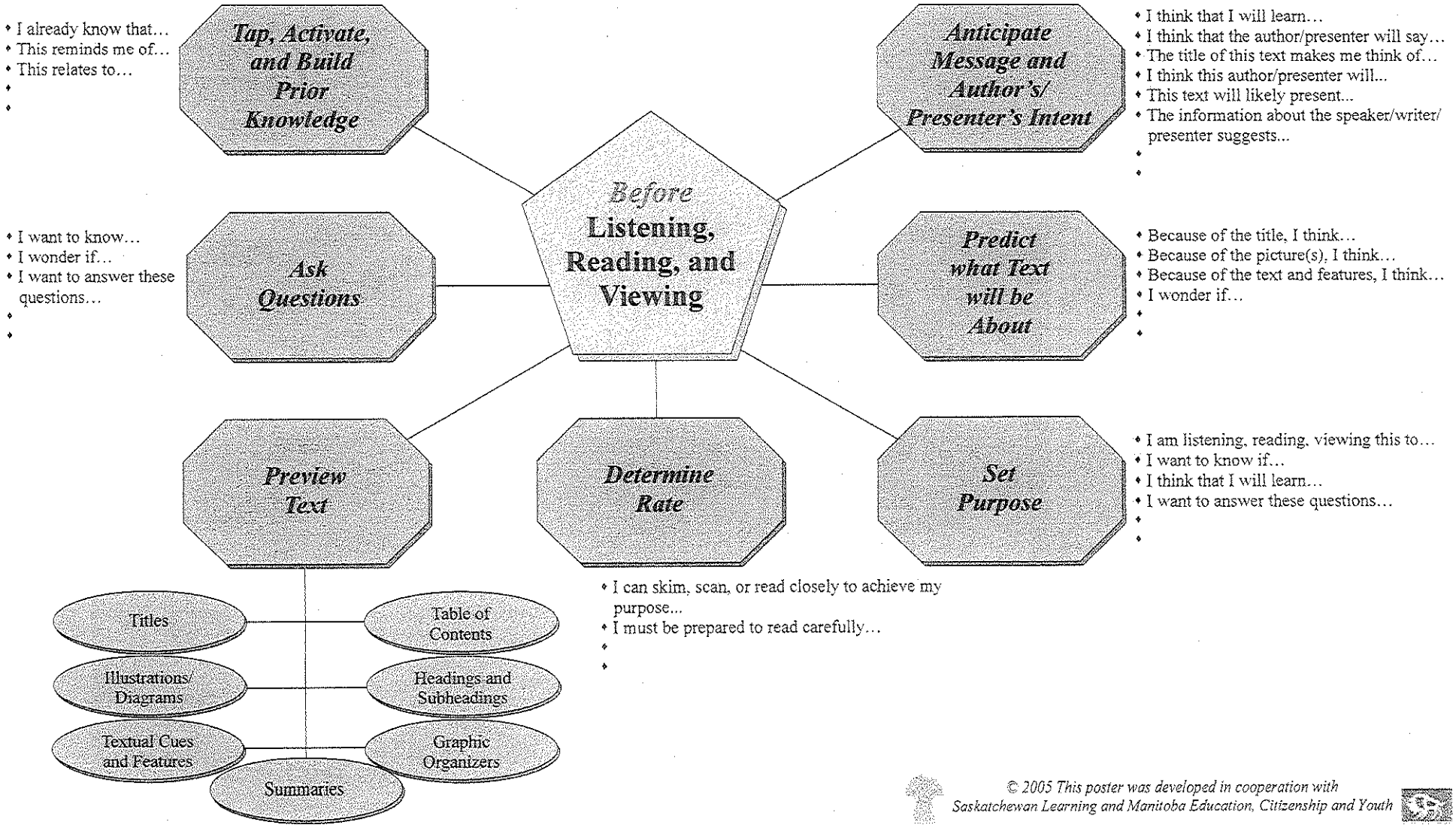
20

Make Your Own

21

©1996 by Irene C. Fountas & Gay Su Pinnell from *Guided Reading*. Portsmouth, NH: Heinemann

What Good Listeners, Readers, Viewers Do Before Listening, Reading, and Viewing



© 2005 This poster was developed in cooperation with Saskatchewan Learning and Manitoba Education, Citizenship and Youth

What Good Listeners, Readers, Viewers Do During Listening, Reading, and Viewing

During Listening, Reading, and Viewing

Connect and Construct Meaning

- This reminds me of...
- I experienced this once when...
- I can relate to this because...
-

Make, Confirm, Adjust Inferences and Draw Conclusions

- Based on the clues in this text, I think the author/character felt/thought...
- The idea that I'm getting is...
- I see why...
- My thinking changed when I heard, saw, read...
-

Note Key Ideas and what Supports Them

- The important ideas in what I hear, read, or view are...
- The author/presenter is saying...
- The point/message is...
- Here's why (supporting ideas)...
- The big idea is...
- I think the author/presenter is really trying to make us think...
-

Construct Mental Images

- I can picture...
- In my mind I see, hear, smell, taste, feel...
- If this were a movie...
-

Ask Questions and Self-Monitor Comprehension

- Does this make sense?
- I got lost because...
- I need to listen again, re-read, or re-view the part because...
- I know that I am on the right track because...
-

Make, Confirm and Adjust Predictions

- I think...
- I bet...
- I wonder...
- I imagine...
- I suppose...
- If..., then...
-

Adjust Rate and/or Strategy

- I need to skim this part to learn...
- I need to scan this part to find...
- I need to read this part carefully to learn...
-

Use Cueing Systems to Construct Meaning

Pragmatic Cues (audience, purpose, situation)

- The purpose of this text is to...
- This text represents...point of view
- The author's/presenter's view of the world is...
- The author/presenter believes...
-

Semantic/Lexical (word) **Cues**

- An important or key word in this passage is...
- Because of its context clues, ...probably means...
- Because of its prefix, suffix, root...probably means...
- Because I looked it up or asked someone, I know it means...
-

Textual Cues (genre and form)

- The author/presenter chose to use...genre/form
- The author/presenter organized the ideas in a list, sequence, compare/contrast, cause/effect, problem/solution, concept/definition, goal/action/outcome format...
- The author/presenter probably chose this genre/form because...
-

Syntactical (sentence) **Cues**

- The key idea of this sentence is...
- The author/presenter used this word order to convey this particular meaning or emphasis
- This pronoun refers to...
-

Other Cues

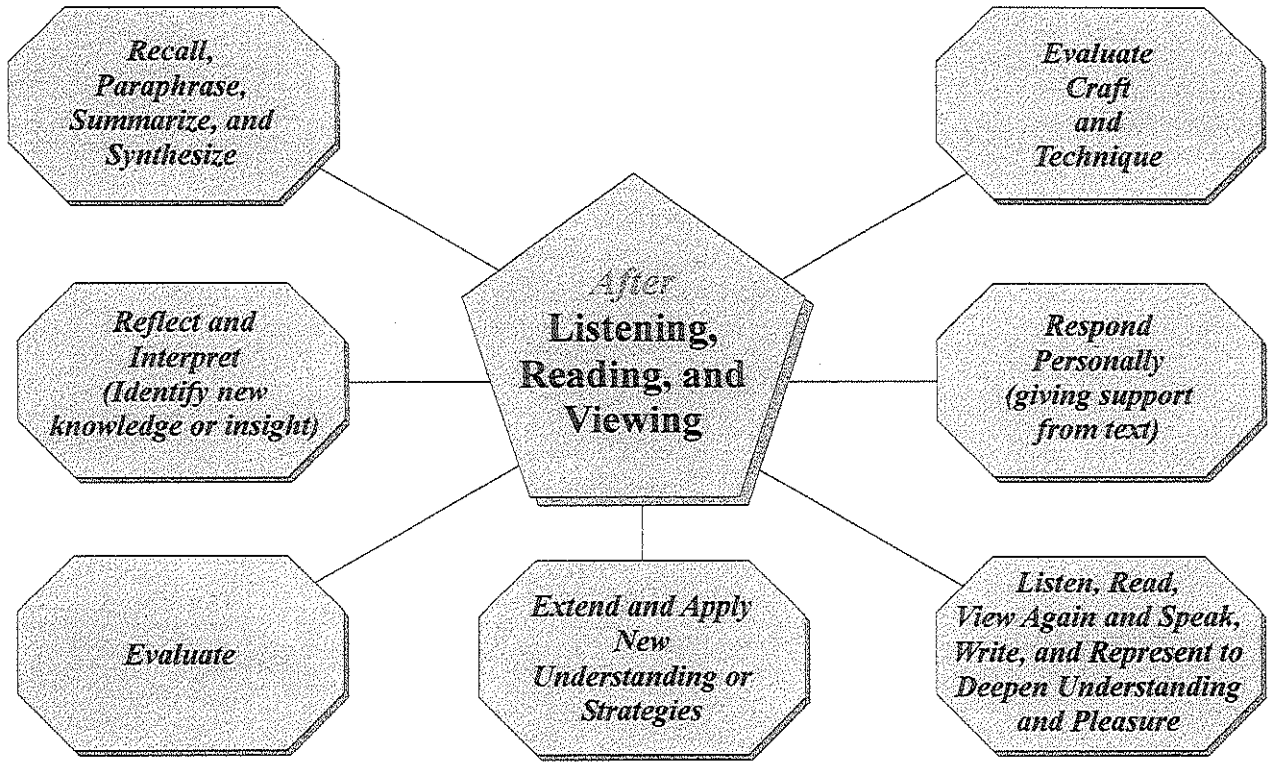
- The author/presenter used these features (graph, chart, information...) to help us understand this text...
-

Graphophonic (sound-symbol) **Cues**

- ...is pronounced...
- ...is spelled...
-

© 2005 This poster was developed in cooperation with Saskatchewan Learning and Manitoba Education, Citizenship and Youth

What Good Listeners, Readers, Viewers Do After Listening, Reading, and Viewing



- So the point is…
- This text was about…
- The main idea is…
- I learned…
- A conclusion that I am drawing is…
- The overall message was…
- I need to listen again, re-read, review the part where...

- A question that I have is...
- This is important and relevant because...
- I wonder if…
- What I learned was…
- I want to know more about...

- I like/do not like…because…
- This could be more effective if…
- I would add or delete…
- The most important message is…
- This is accurate/realistic/artistic because…
- This was successful because…

- This relates to…
- I can also see how...

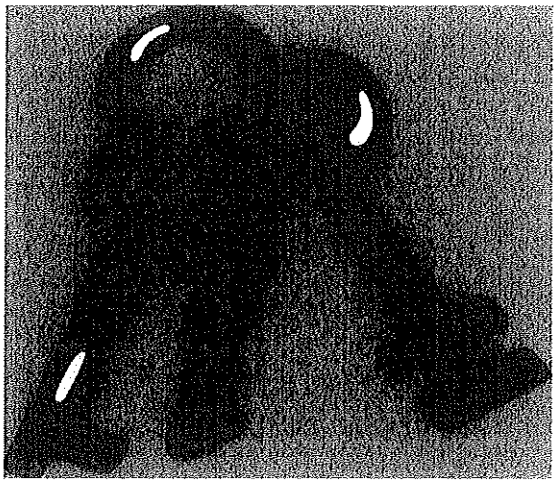
- A "golden" line for me is...
- This word/phrase/sentence/part stands out for me because...
- I like how the presenter/author uses...to show…

- My first reaction was...
- I thought...
- I felt...
- I enjoyed…
- This reminds me of…
- This text makes me think of…
- A similar story to this is…

- I could deepen my understanding and pleasure by listening again, re-reading, reviewing…
- I could share my thoughts and insights with others by:
  - speaking (e.g., discussing, giving a dramatic reading, role playing, …),
  - writing (e.g., a script, a narrative, a poem, …),
  - representing (e.g., creating a tableau, a graphic organizer, a storyboard, …)

© 2005 This poster was developed in cooperation with Saskatchewan Learning and Manitoba Education, Citizenship and Youth

Determining Importance

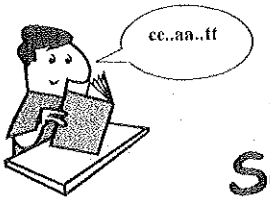


Telling what is important or unimportant information by thinking about ideas and themes

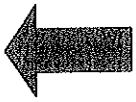
What does the bold print say?
This paragraph tells me that...
This is interesting but not important because...

Fix-Up Strategies

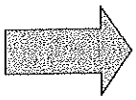
Slow Down



Sound It Out



Reread



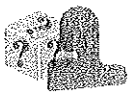
Read ahead

Make a Good Guess

After a guess, ask...

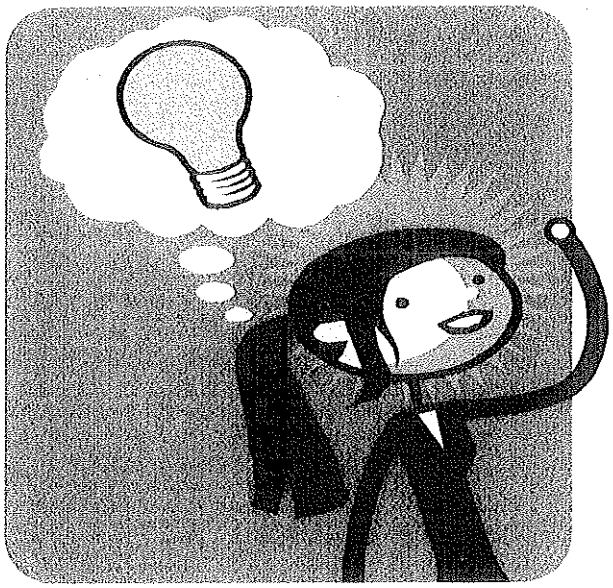
Does it look right?

Does it sound right?



Does it make sense?

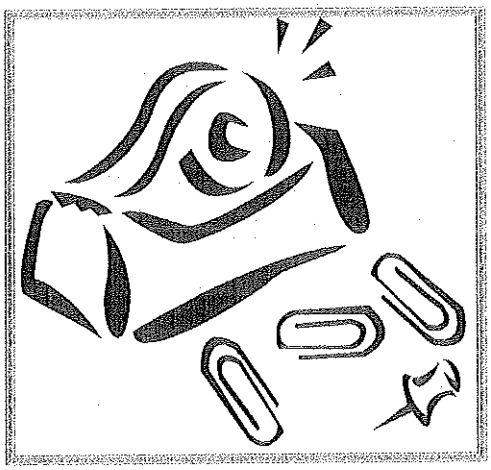
Inferring



Drawing conclusions, making predictions, evaluating, judging and reflecting on my reasons

I'm guessing that...
I predict...
If..., Then...
I think...

Monitoring Comprehension



Using "fix-up" strategies when I come to a word I don't know or a part I don't understand

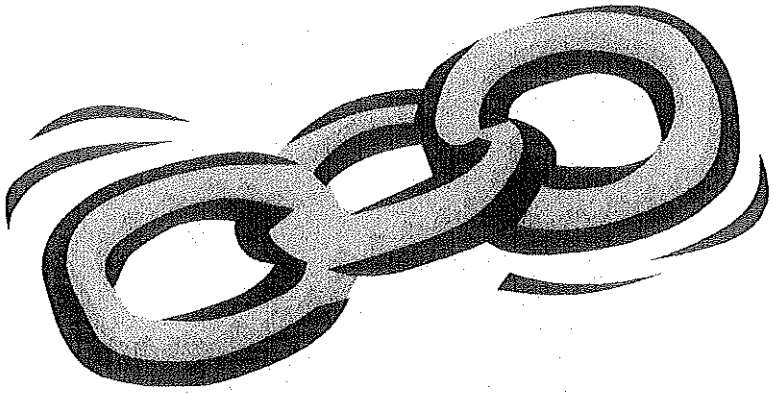
I tried these fix-up strategies...
I re-read that because...
The part I had difficulty with...

Questioning

Asking questions of myself, the author, and the text before, during and after reading

I wonder...
What is the author trying to say?
Why did that happen?
What if...
What's going to happen next?

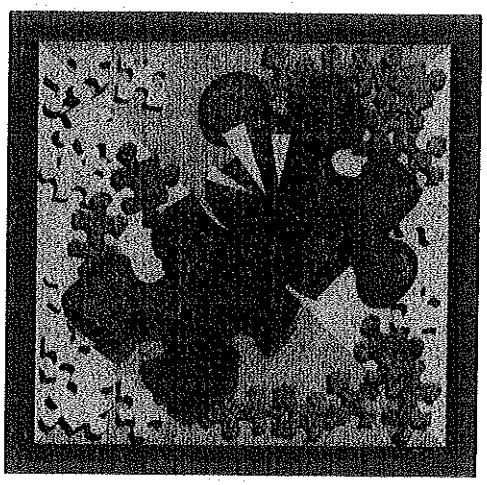
Making Connections



Using what I already know to help me understand

That reminds me of...
I read another book...
I felt like that character when...
This is different because...

Synthesizing



Combining new ideas with what I already know to get something new and different

Now I understand that...
This gives me an idea...
That was different from...
This compared to...

Visualizing

Creating a picture in my mind and using images to help me understand

I see a picture of...
In my mind's eye...
I have a picture of...
I imagine...